DOCUMENT RESUME

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ABSTRACT

This document presents statistical data with evaluative commentary on the various aspects and activities of the Clark County, Nevada, Title 1, ESEA Project. The activities evaluated include: (1) social experiences for language development, (1a) summer extension of social experiences for language development, (2) bilingual language development program for Spanish-speaking students, (2a) summer extension of bilingual language development program for Spanish-speaking students, (3) Moapa migrant student program, (3a) summer extension of Moapa migrant student program, (4) St. Yves remedial program, (5) St. Judes summer program, (6) Spring Mountain summer program, (7) southern Nevada children's home remedial program, and (8) preservice activity. Appendixes for many of the activities include results derived from a Title 1 teacher opinionnaire, a family-aide opinionnaire, and a parent-reaction form. (RL)

BESE Title I

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CLARK COUNTY SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ESEA TITLE I

FINAL EVALUATION

1969-1970

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FEDERAL RELATIONS
AND PROGRAMS

Project No. 3-C (70)-1

STATE OF NEVADA
DEPARTMENT OF EDUCATION
FEDERAL RELATIONS AND PROGRAMS BRANCH
CARSON CITY, NEVADA 89701
BURNELL LARSON
SUPERINTENDENT OF PUBLIC INSTRUCTION

PART II
EVALUATION OF EACH TITLE I, ESEA PROJECT

SCHOOL DISTRICT Clark County

PROJECT NUMBER 6-C(70)-1

TITLE OR BRIEF DESCRIPTION OF EACH ACTIVITY IN THIS PROJECT

1) Social Experiences for Language Development
1a) Summer Extension of Social Experiences for Language Development
2) Bilingual Language Development Program for Spanish Speaking Students
2a) Summer Extension of Bilingual Language Development Program for Spanish Speaking Students
3) Moapa Migrant Student Program
3a) Summer Extension of Moapa Migrant Student Program
4) St. Yves Remedial Program
5) St. Judes Summer Program
6) Spring Mountain Summer Program
7) Southern Nevada Children's Home Remedial Program
8) Preservice Activity
9)
10)

A Part II report is to be completed for each approved Title I, ESEA Project in the school district. Attach additional 8½"x11" paper as necessary to complete all items. If a question does not apply, indicate N/A.

TABLE OF CONTENTS

	Page
Social Experiences of Language Development	2
Appendix A – Pictures of SELD activities	48
Appendix B – Teacher Assessment of Pupil Progress Report	57
Appendix C – Title I Teacher Opinionnaire	61
– Family Aide Opinionnaire	66
– Parent Reaction Form	68
Summer Social Experiences of Language Development	70
Appendix A – Teacher Assessment of Pupil Progress Report	90
Appendix B – Title I Teacher Opinionnaire	93
– Family Aide Opinionnaire	98
– Parent Reaction Form	100
Appendix C – News Releases	102
Bilingual Language Development Program for Spanish-Speaking Children	108
Appendix A – Teacher Assessment of Pupil Progress Report	137
Appendix B – Program Photographs	141
Appendix C – Title I Teacher Opinionnaire	147
– Family Aide Opinionnaire	152
– Parent Reaction Form	154
Summer Bilingual Language Development Program for Spanish-Speaking Children	156
Appendix A – Teacher Assessment of Pupil Progress Report	174
Appendix B – Title I Teacher Opinionnaire	178
– Family Aide Opinionnaire	183
– Parent Reaction Form	185
Moapa Migrant Student Program	187
Appendix A – Teacher Assessment of Pupil Progress Report	214
Appendix B – Title I Teacher Opinionnaire	218
– Family Aide Opinionnaire	223
– Parent Opinionnaire	225
Summer Moapa Migrant Student Program	229
Appendix A – Teacher Opinionnaire	250
– Parent Opinionnaire	255
St. Yves Remedial Program	259
Appendix A – Teacher Assessment of Pupil Progress Report	280
Appendix B – Title I Teacher Opinionnaire	284

Table of Contents (con't)

Page

St. Judes Summer Program 290
    Appendix A – Teacher Assessment of Pupil Progress Report 327
    Appendix B – Psychologist's Assessment of Pupil Progress 330

Spring Mountain Summer Program. 332

Southern Nevada Children's Home 360
    Appendix A – Title I Teacher Opinionnaire 394

Preservice 400
    Appendix A – Family Aide Questionnaire 405
    Appendix B – Staff Assistant Questionnaire 408

SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Social Experiences for Language Development

1st Objective Expansion of information as a result of observing the environment.

2nd Objective To develop English Arts skills

Table IV	1st Objective			2nd Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	103	88	131	52	52	220
4-6						
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Social Experiences for Language Development

3rd Objective To modify behavior in peer group membership

4th Objective To develop positive attitudes toward self

Table IV	3rd Objective			4th Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	30	19	210	175	29	55
4-6						
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II

EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Language	Same
Form of Test		SF-0	SF-0
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1	1
Number of Students Tested		138	138
RAW SCORE**	Mean***	80.67	92.77
	Standard Deviation	17.15	17.61
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	135	131
	75th " "	132	112
	50th " "	117	88
	25th " "	92	59
	15th " "	71	38
	10th " "	69	34

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Non-Language	Same
Form of Test		SF-0	SF-0
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1	1
Number of Students Tested		138	138
RAW SCORE**	Mean***	95.88	101.38
	Standard Deviation	16.82	14.02
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	134	129
	75th " "	115	108
	50th " "	84	70
	25th " "	50	23
	15th " "	25	11
	10th " "	21	8

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Total	Same
Form of Test		SF-0	SF-0
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1	1
Number of Students Tested		138	138
RAW SCORE**	Mean ***	85.93	97.25
	Standard Deviation	14.92	15.04
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	138	132
	75th " "	132	108
	50th " "	112	84
	25th " "	80	44
	15th " "	52	24
	10th " "	41	19

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Name of test (sub-test)*		California Test of Mental Maturity Language	Same
Form of Test		SF-0	SF-1
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		98	98
RAW SCORE**	Mean ***	89.37	91.47
	Standard Deviation	18.12	12.89
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	93	96
	75th " "	82	92
	50th " "	74	74
	25th " "	51	46
	15th " "	34	31
	10th " "	28	19

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Name of test (sub-test)*		California Test of Mental Maturity Non-Language	Same
Form of Test		SF-0	SF-1
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		98	98
RAW SCORE**	Mean ***	96.38	98.44
	Standard Deviation	13.92	10.10
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	94	93
	75th " "	82	85
	50th " "	65	67
	25th " "	32	14
	15th " "	16	4
	10th " "	12	0

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Total	Same
Form of Test		SF-0	SF-1
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		98	98
RAW SCORE**	Mean ***	91.89	94.27
	Standard Deviation	16.70	11.49
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	93	95
	75th " "	82	89
	50th " "	70	70
	25th " "	48	35
	15th " "	29	18
	10th " "	23	8

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Language	Same
Form of Test		SF-1	SF-1
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		40	40
RAW SCORE**	Mean ***	92.78	92.98
	Standard Deviation	10.45	13.74
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	40	40
	75th " "	38	37
	50th " "	31	28
	25th " "	17	16
	15th " "	10	12
	10th " "	5	6

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Non-Language	Same
Form of Test		SF-1	SF-1
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		40	40
RAW SCORE**	Mean ***	93.55	98.38
	Standard Deviation	13.53	9.57
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	40	39
	75th " "	33	33
	50th " "	22	22
	25th " "	14	7
	15th " "	7	1
	10th " "	7	1

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Total	Same
Form of Test		SF-1	SF-1
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		40	40
RAW SCORE**	Mean ***	92.60	94.45
	Standard Deviation	11.86	11.91
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	40	40
	75th " "	39	36
	50th " "	25	29
	25th " "	14	13
	15th " "	11	8
	10th " "	8	5

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Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Learning Rate	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		164	
RAW SCORE**	Mean	7.54	
	Standard Deviation	3.01	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	164	
	75th " "	153	
	50th " "	110	
	25th " "	72	
	15th " "	33	
	10th " "	20	

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Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Letter Names	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		189	
RAW SCORE**	Mean	23.45	
	Standard Deviation	12.35	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	188	
	75th " "	175	
	50th " "	146	
	25th " "	95	
	15th " "	59	
	10th " "	48	

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Phonemes	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		193	
RAW SCORE**	Mean	23.37	
	Standard Deviation	10.00	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	192	
	75th " "	185	
	50th " "	174	
	25th " "	143	
	15th " "	99	
	10th " "	65	

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Total	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		163	
RAW SCORE**	Mean	54.60	
	Standard Deviation	20.11	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	163	
	75th " "	158	
	50th " "	144	
	25th " "	110	
	15th " "	68	
	10th " "	49	

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Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*			Cooperative Primary Test Listening
Form of Test			12B
Date test administered			May, 1970
Grade or Grade Level			1
Number of Students Tested			171
RAW SCORE**	Mean		29.04
	Standard Deviation		5.71
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile		171
	75th " "		167
	50th " "		160
	25th " "		124
	15th " "		98
	10th " "		63

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Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*			Cooperative Primary Test Word Analysis
Form of Test			13B
Date test administered			May, 1970
Grade or Grade Level			1
Number of Students Tested			171
RAW SCORE**	Mean		24.33
	Standard Deviation		7.00
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile		171
	75th " "		169
	50th " "		163
	25th " "		126
	15th " "		90
	10th " "		79

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Test Listening	Same
Form of Test		12A	12B
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		107	107
RAW SCORE**	Mean	26.23	35.65
	Standard Deviation	5.75	5.23
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	107	106
	75th " "	107	104
	50th " "	103	95
	25th " "	73	60
	15th " "	58	23
	10th " "	42	13

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Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Word Analysis	Same
Form of Test		13A	13B
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		107	107
RAW SCORE**	Mean	25.78	32.43
	Standard Deviation	7.09	8.51
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	107	107
	75th " "	107	107
	50th " "	98	104
	25th " "	87	84
	15th " "	69	71
	10th " "	52	49

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PART II
EVALUATION OF EACH TITLE I PROJECT

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Listening	Same
Form of Test		13A	13B
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		65	65
RAW SCORE**	Mean	24.86	30.55
	Standard Deviation	5.49	6.08
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	65	63
	75th " "	65	56
	50th " "	61	42
	25th " "	50	23
	15th " "	45	17
	10th " "	39	9

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Word Analysis	Same
Form of Test		13A	13B
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		65	65
RAW SCORE**	Mean	34.43	41.54
	Standard Deviation	7.60	8.28
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	65	65
	75th " "	63	61
	50th " "	61	59
	25th " "	51	49
	15th " "	39	40
	10th " "	26	26

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PART II
EVALUATION OF EACH TITLE I PROJECT

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Personal Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1	1
Number of Students Tested		115	115
RAW SCORE**	Mean	28.82	28.89
	Standard Deviation	6.56	7.08
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	114	114
	75th " "	109	111
	50th " "	101	97
	25th " "	57	53
	15th " "	37	36
	10th " "	37	36

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Social Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1	1
Number of Students Tested		115	115
RAW SCORE**	Mean	31.46	29.68
	Standard Deviation	6.55	6.21
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	115	115
	75th " "	112	114
	50th " "	100	108
	25th " "	60	69
	15th " "	42	46
	10th " "	42	46

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Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1	1
Number of Students Tested		115	115
RAW SCORE**	Mean	59.46	58.73
	Standard Deviation	12.42	12.20
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	115	115
	75th " "	110	113
	50th " "	103	105
	25th " "	55	59
	15th " "	36	36
	10th " "	36	36

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Personal Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		82	82
RAW SCORE**	Mean	27.75	30.61
	Standard Deviation	6.21	5.99
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	82	82
	75th " "	81	80
	50th " "	75	69
	25th " "	45	28
	15th " "	33	19
	10th " "	33	19

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Social Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		82	82
RAW SCORE**	Mean	32.83	31.44
	Standard Deviation	6.24	6.51
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	82	82
	75th " "	78	80
	50th " "	69	74
	25th " "	30	39
	15th " "	21	23
	10th " "	21	23

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2	2
Number of Students Tested		82	82
RAW SCORE**	Mean	60.84	61.78
	Standard Deviation	10.59	10.83
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	82	82
	75th " "	82	81
	50th " "	74	76
	25th " "	40	36
	15th " "	25	17
	10th " "	25	17

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* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Personal Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		62	62
RAW SCORE**	Mean	29.50	30.65
	Standard Deviation	7.13	7.51
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	61	59
	75th " "	57	53
	50th " "	49	50
	25th " "	25	22
	15th " "	14	15
	10th " "	14	15

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Social Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		62	62
RAW SCORE**	Mean	34.00	32.13
	Standard Deviation	7.83	6.91
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	60	60
	75th " "	56	57
	50th " "	43	55
	25th " "	21	27
	15th " "	13	18
	10th " "	13	18

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		AA	BB
Date test administered		September, 1969	May, 1970
Grade or Grade Level		3	3
Number of Students Tested		62	62
RAW SCORE**	Mean	63.50	62.45
	Standard Deviation	13.48	12.78
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	61	61
	75th " "	58	58
	50th " "	50	53
	25th " "	25	21
	15th " "	13	16.
	10th " "	13	16

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

Table V summarizes the percentile ranking of students based on pretest and posttest results.

The Clark County Social Science Test was utilized to assess Objective #1. This instrument was developed in Clark County through the sponsorship of Title I funds. The test is a criterion reference test and was developed to assess the objectives stated in the Clark County Curriculum Guide for grades one, two, and three. At the present time, no percentile norms are available on the test. Chart 1 indicates the pretest-posttest results for each grade level tested.

CHART 1

Clark County Social Science Test
Pretest-Posttest Results
Grades 1, 2, and 3

	Pretest			Posttest		
	Mean	S.D.	N	Mean	S.D.	"t" ratio
Grade 1	23.56	5.67	149	30.88	6.38	15.91**
Grade 2	31.13	4.60	108	37.47	4.81	13.49**
Grade 3	34.82	4.67	65	39.77	5.24	7.62**

**Significant at .001 level

As indicated in Chart 1, the growths made at each grade level were significant at the .001 level of confidence. When analyzing the pretest-posttest comparisons, consideration must be given to the normal growth expected for the year. For this reason, student progress used to complete Table IV was based on the following criterion.

Growth in Raw Scores of:	Gain
0-5	Little or no progress
6-9	Some progress
10 or more	Substantial progress

In Table IV, it can be seen that some progress or substantial progress was made by approximately 60 percent of the students in the program. Based on this information, it would appear that considerable progress was made in achieving the first objective.

Objective #2 was evaluated on the basis of the Cooperative Primary Tests and the Murphy Durrell Reading Readiness Test. It was felt that language development is dependent on readiness skills in reading and the ability to listen and analyze words.

Chart 2, on the following page, presents the growth made by each group.

CHART 2

Cooperative Primary Test
(Listening and Word Analysis)
Pretest-Posttest Results
Grades 2 and 3

	Pretest			Posttest		Mean	"t"
	Mean	S.D.	N	Mean	S.D.	Gain	ratio
Grade 2							
a) Listening	26.23	5.75	107	36.65	5.23	9.42	15.97*
b) Word Analysis	25.78	7.09	107	32.43	8.51	6.65	8.01*
Grade 3							
a) Listening	24.86	5.49	65	30.55	6.08	5.69	8.89*
b) Word Analysis	34.43	7.60	65	41.54	8.28	7.11	6.64*

*Significant at the .001 level

In all cases, significant differences were experienced between pretest and posttest results.

Second grade students placed at the 12th percentile in listening and the ninth percentile in word analysis at the beginning of the school year. In analyzing posttest results, it can be seen that the group placed at approximately the 35th percentile in listening and the 11th percentile in word analysis. This suggests that considerable progress was made in developing listening skills, but very little growth was experienced in word analysis skills beyond growths normally expected for the year.

As a result of test scores, third grade students fall in the 13th percentile in listening and in the 14th percentile in word analysis at the beginning of the program. At the end of the program, the group ranked at the 21st percentile in listening and at the 14th percentile in word analysis.

Based on the preceding information, it can be concluded that some progress was experienced in listening skills above the normal yearly growth expected. Word analysis skills had the same percentile rank on pretest and posttest results. The growth made during the year was sufficient to maintain the group at its relative position; however, no growth was experienced in excess of the normal growth expected between pretest and posttest dates.

First grade students were pretested in September with the Murphy Durrell Reading Readiness Test. Since posttesting at the end of grade one with a readiness test is not applicable, first grade students were posttested with the Cooperative Primary Test, listening and word analysis subtests.

The basis for comparing first grade student growth during the year was based on a percentile rank comparison between the Murphy Durrell and the Cooperative Primary Test. First grade students ranked at the 20th percentile on the Murphy Durrell Reading Readiness Test at the beginning of the program. This compares to a posttest percentile rank of 22 on the listening subtest and 16 on the word analysis section, indicative that the group started the program with a deficiency in the skills that were measured by the Murphy Durrell Reading Readiness Test. Apparently, this deficiency was not corrected during the year since the students scored at approximately the same percentile rank on the cooperative tests at the end of the year.

From analysis of the test results, it appears that Objective #2 was attained only to the extent that no regression occurred. The students made the normal growth expected for the year; however, little progress was made in overcoming the deficiencies that existed before enrollment in the program.

Objectives #4 and #5, to modify social behavior in peer group membership and to develop positive attitudes toward self, were assessed by the California Test of Personality. A summary of the results by grade level is presented in the following chart.

CHART 3

California Test of Personality
Comparison of Pretest-Posttest Results
Grades 1, 2, and 3

		Personal Adjustment		Social Adjustment		Total Adjustment	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
Grade 1	Pretest	28.82	.61	31.46	6.55	59.46	12.42
Grade 1	Posttest	28.89	.66	29.68	6.21	58.73	12.20
	Gain	.07		-1.78		-.73	
		t = .09		t = -2.54**		t = -.58	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
Grade 2	Pretest	27.75	6.21	32.83	6.24	60.84	10.59
Grade 2	Posttest	30.61	5.99	31.44	6.51	61.78	10.83
	Gain	2.86		-1.39		.94	
		t = 3.81**		t = -1.64		t = .73	
		Mean	S.D.	Mean	S.D.	Mean	S.D.
Grade 3	Pretest	29.50	7.13	34.00	7.83	63.50	13.48
Grade 3	Posttest	30.65	7.51	32.13	6.91	62.45	12.78
	Gain	1.15		-1.87		-1.05	
		t = 1.34		t = -1.72		t = -.66	

**Significant at .01 level

A significant improvement in personal adjustment was observed in the second grade. Although the results were not significant in grades one and three, a positive trend may be observed by net gains of .09 and 1.15, respectively, for first and third grade students.

Social adjustment experienced the reverse results. In all grade levels, a negative trend was seen in analysis of the posttest results. Significant changes were noted only at grade one; however, in both the second and third grades, poor social adjustment was indicated.

On the basis of the California Test of Personality, it would appear that progress was achieved in the area of personal adjustment. However, the results do not support progress in achieving social adjustment.

The California Test of Mental Maturity was administered to all children in the program on a pretest-posttest basis. Since a deficiency in readiness skills coupled with poor social and personal adjustment often distort the intelligent quotient of the disadvantaged child, it was felt that a program especially designed to provide assistance in these areas may create a positive improvement in mental maturity scores as measured by a standardized test.

The California Test of Mental Maturity provides a total IQ score which is based on a combination of language and non-language factors. The following chart presents a comparison of pretest and posttest data.

CHART 4

California Test of Mental Maturity
Pretest-Posttest Comparisons
(Grade 1, N=138)

	Language	Non-Language	Total
Pretest	80.67	95.88	85.93
Posttest	92.77	101.38	97.25
Gain	12.10	5.50	11.32
t ratio	7.42**	3.44**	8.20**

(Grade 2, N=98)

	Language	Non-Language	Total
Pretest	89.37	96.38	91.89
Posttest	91.45	98.44	94.27
Gain	2.10	2.06	2.38
t ratio	1.34	1.49	1.66

(Grade 3, N=40)

	Language	Non-Language	Total
Pretest	92.78	93.55	92.60
Posttest	92.98	98.38	94.45
Gain	.20	4.83	1.85
t ratio	.12	2.46*	1.16

*Significant at .05 level
**Significant at .01 level

The results indicate that first grade students made significant improvement in demonstrating that the program was effective in providing students with skills that better enable them to perform on the test, according to the test results. Second and third grade students made positive gains, but the only significant improvement was observed in non-language ability at the third grade level.

PART II
EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

A. Objective #1: To reinforce learning experiences by observation of the environment and expansion of information about the world through visits to institutions and points of interest.

Five or six field trips were taken by each class during the program period. Classroom experiences before each trip prepared students for concepts to which they would be exposed and after each trip the experiences were reinforced by writing and drawing exercises, as well as classroom discussion. Vocabulary words peculiar to each excursion were incorporated into word study practice through the school year.

Places visited included the airport and the railroad and bus depots; Lake Mead and Boulder Dam, which included a boat trip; Mt. Charleston and Lee's Canyon, where the students saw snow and mountain scenery which directly contrasts to the desert area of Las Vegas; the fish hatchery at Willow Beach; the Moapa Farm, LDS Farm, and the dairy farm; the Valley of Fire and Lost City Museum in Overton; the Bird Farm; Corn Creek; Fantasy Park; the post office; Tule Springs; the Petting Zoo; the Ice Palace; the bakery, where students sampled baked goods; radio and television stations; police and fire stations and other city offices.

Individual teachers also planned special learning experiences for their classes. These activities varied, depending upon the resourcefulness of the teacher. Many teachers took students for walks in the school neighborhood, calling attention to items of interest such as construction projects, commercial establishments, or elements of nature. Other outside school experiences included tours of shopping centers; rides on the freeway; tours of the university campus and its library, as well as other public libraries; picnic lunches or occasionally hamburgers at the drive-in; and exploration of the desert. One teacher took a few students to the San Diego Zoo. Another invited students and their parents to her home for a social evening of dinner and visiting; yet another had an ice cream making party for the students at her home. Some teachers invited students in pairs or three's to spend the night at their homes. Teachers also used resources at school and planned activities. Activities included cookie baking, an Easter egg hunt, basketball games; puppet shows.

The teachers' report of field trips and/or special events on their monthly report showed only occasional periods where activities, as mentioned above, did not occur at least once in all classrooms. Often two to four environmental learning situations transpired during each report period in most classrooms. Pictures of some of these events are shown in Appendix A.

The value of these experiences in relation to achievement is inherent to the second program objective. Teacher opinion about student progress is discussed therein.

B. Objective #2: To develop English language arts through a program of integrated learning experiences.

Teachers completed a "Teacher's Assessment of Pupil Progress" report four times during the year (copy shown in Appendix B). Areas of evaluation were itemized under categories relating to program objectives. For the above objective, teachers rated students in listening skills, speaking skills, writing skills, and in standard English usage. The method for completion of this tool required each teacher to make an initial assessment of each student, using ratings of poor, fair, and good. This was followed by three evaluations during the remainder of the program. Each item evaluated, made on the basis of the initial assessment, was rated little progress, some progress, or substantial progress. After receiving reports from the first evaluation period, it was realized that future use of this tool should include a "no progress" indicator. This was added to the tool used for evaluation of the summer extension of this program.

A random sampling of 32 students was selected to determine statistical significance in an analysis of variance. The sampling consisted of 15 first graders, 11 second graders, and 6 third graders. Compilation of the assessment report was done by valuing poor, fair, and good as 1, 2, and 3, respectively, on the initial assessment. Since there was no "no progress" column for the evaluation section, little progress was considered null. Some progress and substantial progress were valued 1 and 2, respectively. Scores received in each evaluation period were added to the base score of the initial assessment. Also, even though each category was broken into several items for teachers to check, each category was treated as a unit in running the statistical tests.

An "f" in the four categories of listening skills, speaking skills, writing skills, and standard English usage was found to be significant at the 1% level of confidence, indicating a significant difference between sets. Therefore, a "t" ratio was computed to determine areas of significance. The following shows the results.

1. Listening Skills:

Teachers rated students in four areas of listening skills: (1) listens to acquire meaning; (2) listens to follow directions; (3) listens to make an evaluation; and (4) listens to enjoy.

	Initial Assessment	Ist Eval.	2nd Eval.	3rd Eval.
Set Sums	236.00	303.00	389.00	435.00
Set Means	7.38	9.47	12.16	13.57
Sum of Deviations Squared	171.36	341.94	396.36	479.78
Variances	5.36	10.69	12.39	15.00
Standard Deviations	2.31	3.27	3.52	3.87

f = 21.88 Significant at 1% level of confidence

A "t" of 2.94 between the initial assessment and the first evaluation and a "t" of 3.16 between the first evaluation and the second evaluation were significant at the 1% level of confidence.

2. Speaking Skills:

Teachers rated students in six areas of speaking skills: (1) enunciates words clearly; (2) uses verb forms correctly; (3) speaks in phrases; (4) speaks in complete sentences; (5) expresses thoughts in logical sequence; and (6) speaks with confidence.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	282.00	366.00	468.00	534.00
Set Means	8.81	11.41	14.62	16.69
Sums of Deviations Squared	189.00	340.86	493.36	787.00
Variances	5.91	10.65	15.42	24.59
Standard Deviations	2.43	3.26	3.93	4.96

f = 26.43 Significant at 1% level of confidence

A "t" of 3.65 between the initial and the first evaluation and a "t" of 3.93 between the first evaluation and the second evaluation were significant at the 1% level of confidence.

3. Writing Skills:

Teachers rated students in four areas of writing skills: (1) uses correct letter forms in handwriting; (2) expresses ideas through informational writing; (3) uses descriptive adjectives; and (4) participates in creative writing.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	133.00	157.00	209.00	244.00
Set Means	4.16	4.91	6.53	7.63
Sums of Deviations Squared	191.59	278.78	547.94	729.60
Variances	5.99	8.71	17.12	22.80
Standard Deviations	2.45	2.95	4.14	4.77

f = 10.52 Significant at 1% level of confidence

A "t" of 2.82 between the initial assessment and second evaluation period was significant at the 5% level of confidence. A "t" of 3.69 was significant at the 1% level of confidence on a pre-post basis.

4. Standard English Usage:

Teachers rated students in two areas of standard English usage: (1) uses own vocabulary (home); and (2) uses standard English in expressing ideas.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	111.00	133.00	159.00	182.00
Set Means	3.47	4.16	4.97	5.69
Sums of Deviations Squared	27.94	38.36	74.94	103.00
Variances	.87	1.20	2.34	3.22
Standard Deviations	.93	1.10	1.53	1.79

f = 15.11 Significant at 1% level of confidence

A "t" of 2.65 between the initial assessment of the first evaluation and a "t" of 2.45 between the first evaluation and the second evaluation periods, were both significant at the 5% level of confidence. A "t" of 6.16 was significant at the 1% level of confidence on a pre-post basis.

Statistically, the greatest progress was made between the initial assessment and the second evaluation period in all four categories--from the beginning of the program through the end of February. It is possible that these results are due to the impact of the program, which stimulated learning enough that the students peaked two-thirds of the way through the program. It is also possible that these results are caused by the limitation of the tool. Since each of the three evaluations was made on the basis of the rating on the initial assessment, if a student attained substantial progress for each evaluation period, gains beyond the first evaluation period would not be apparent.

C. Objective #3: To involve parents in the educational programs in order to establish positive attitudes toward the schools, thereby reinforcing students' learning attitudes.

1. Parental Involvement:

The family aides were the vehicle to achieve parental involvement. Monthly reports of parents contacted revealed that nearly all parents of program participants were contacted at least once. However, more frequent contact was typical except in cases of unresponsive parents or parents who were unable to be reached. Since the ultimate goal of the aides was to bring the home and the school together, monthly reports from the teachers asked for a tally of parental involvement to determine the extent of actual contact between the teacher and the parent. Shown below are the year's totals.

Type of Contact	No. of Parents
Classroom visits	183
Parent-teacher conferences	308
Field trip participation	131
Special school programs	88
Volunteers	57
Other	131

The "other" category included telephone calls by teachers, home visits, and some of the activities mentioned under Objective #1 where parents were invited to the home of the teacher.

Parental participation in the local Title I Advisory Council also indicated success in attaining parental involvement. This year membership reached 107. On the average, approximately 30 to 50 members attended each meeting. In the April 1970 meeting, parents expressed desire to continue meetings during the summer months. Since this was the first year that the Council has not been disbanded for the summer, the parental enthusiasm and interest for further involvement is noteworthy.

D. Objective #4: To modify social behavior in peer group membership.

Objective #5: To develop positive attitudes toward self.

The "Teacher's Assessment of Pupil Progress" report included an area of social and emotional adjustment. The method of analyzation described under the discussion of Objective #2 is applicable here, also. Items rated by teachers were: (1) attitude toward school; (2) cooperation, (3) work habits; (4) punctuality; (5) attendance; (6) attitude toward others, and (7) attitude toward self.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	485.00	590.00	732.00	802.00
Set Means	15.16	18.44	22.88	25.06
Sums of Deviations Squared	318.36	871.64	1,019.36	873.76
Variances	9.95	27.24	31.86	27.31
Standard Deviations	3.15	5.22	5.64	5.23

f = 25.38 Significant at 1% level of confidence

A "t" of 3.04 between the initial assessment and the first evaluation and a "t" of 4.26 between the second and third evaluations were significant at the 1% level of confidence.

The negative trend in social adjustment found on the California Test of Personality is not consistent with the evaluation of the individual teachers, shown above. This, again, may be due to the limitations of the teacher's assessment tool since it did not contain a no progress or regression column. However, since each teacher's evaluation was made on the basis of the initial assessment and since in statistical compilation the numerical substitutions for the teachers' ratings were added to the base score obtained on the initial assessment, the upward trend of the set sums is indicative that teachers did feel progress was being made in this area.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Coordinator's Appraisal of Program

1. Program Strengths:

- The attitude of program personnel was good.

- The physical environment of the classrooms was generally satisfactory. Teachers who did not have adequate facilities appeared to be adept in improvising to create a learning environment.

- Teaching techniques used in the classroom included sequential development of skills.

- Family aides were successful in attaining most parent involvement goals.

2. Program Weaknesses:

- Greater improvement in teacher planning time can be made.

- Family aides often lacked adequate facilities and privacy when working from the schools, particularly in placing telephone calls.

- Teachers felt that some presentations by consultants during inservice activities were repetitious and would warrant closer screening of materials to be presented.

- Staff generally felt that more parents should be involved in parent-teacher conferences.

- Committee assignments in the local Title I Advisory Council could be more functional.

B. "Newsworthy School:"

The following article appeared in the October 1969 Spotlight on Education newsletter published by the State Department of Education. Lois Craig is a Title I school.

Magazine cites Lois Craig Elementary as "Newsworthy School"

Lois Craig Elementary School, 2637 East Gowan Road, Las Vegas, has been cited as a Newsworthy School by Instructor Magazine, a nationally-circulated monthly for elementary teachers.

A certificate of merit from E. Stanley Copeland, Jr., publisher of the magazine, was presented to Lois Craig Principal Ken Marshall last week by Associate Superintendent for Communications Harvey Dondero of the Clark County School District.

The award was made because Lois Craig "is a school where special efforts aided by almost a dozen special staff members are solving the problems of a 75 percent yearly pupil turnover," according to the magazine.

Mrs. Edith Atkerson, a special education teacher at Lois Craig, brought the school to the attention of Instructor Magazine. She cited the school's special staff, which includes a speech therapist, psychologist, nurse, social worker and Title I teacher, and their efforts to handle the special problems created by student transiency.

Many parents in the Lois Craig area move often because of the labor market and because of military transfers, says Mrs. Atkerson.

Lois Craig was one of the first integrated elementary schools in Clark County. This year 35 percent of the 800 students are Negro, and sizeable contingents of Indian and Mexican-American children also attend the school.

C. Opinionnaires

Copies of the opinionnaires with a tabulation of responses per item are shown in Appendix C.

1. Title I Teacher Opinionnaire:

The nineteen program teachers completed this opinionnaire. Items relating to the development of improved vocabulary and to the family aide as an essential component of the program received the most positive response. Inservice activities generally elicited favorable opinion. Program evaluation was rated lower than any area. Of particular interest is item 24 regarding the appropriateness of the tests administered to evaluate pupil progress, in which 37 percent of the responses can be considered negative, 37 percent positive, and 26 percent neutral.

2. Family Aide Opinionnaire:

Six family aides completed this form. Their responses were generally favorable for the entire slate of questions.

3. Parent Reaction Form:

Approximately 63 percent of the parents responded to this inquiry for a return of 250 forms. The weakest area is in parent attendance at Advisory Council meetings in which 162 parents indicated that they had not attended. However, only six parents stated that they had not been informed about the meetings.

APPENDIX A

PICTURES OF SELD ACTIVITIES

FIELD TRIP TO POST OFFICE

Students display posters made for the NLV Post Office.

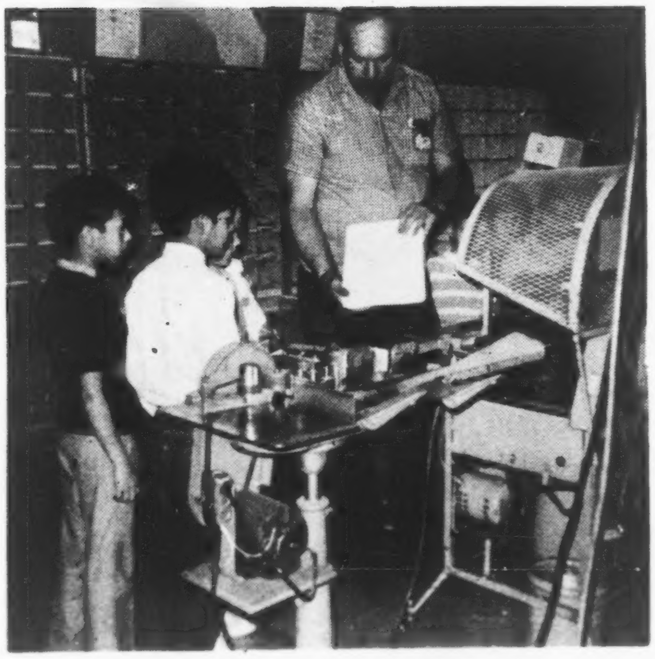
CHRISTMAS
MAILING
TIME

Students look at their posters on the Post Office walls.

Students mail cards.

Students watch postal workers weigh mail.

Postal worker explains that sorted mail goes into different mailbags to be shipped to different cities.



Students see demonstration of package wrapping machine. Packages were wrapped and tied automatically.

BAKING ACTIVITIES

Students baked pumpkin pies. Here, teacher is helping student garnish a pie with whipping cream.

Cookie time! Students shape cookies with cookie cutters. Later, make frosting for decoration.

ACADEMIC ACCOMPLISHMENT

Title I student displays trophy won for doing good work in his regular classroom.

TRIPS TO FARMS

At dairy farm, students see calf. One student is getting milk from a cow.

Students with onions picked during visit to L. D. S. farm.

PETTING ZOO

Student hugs the llama.

Student pets an ostrich.

Two students like a little black goat.

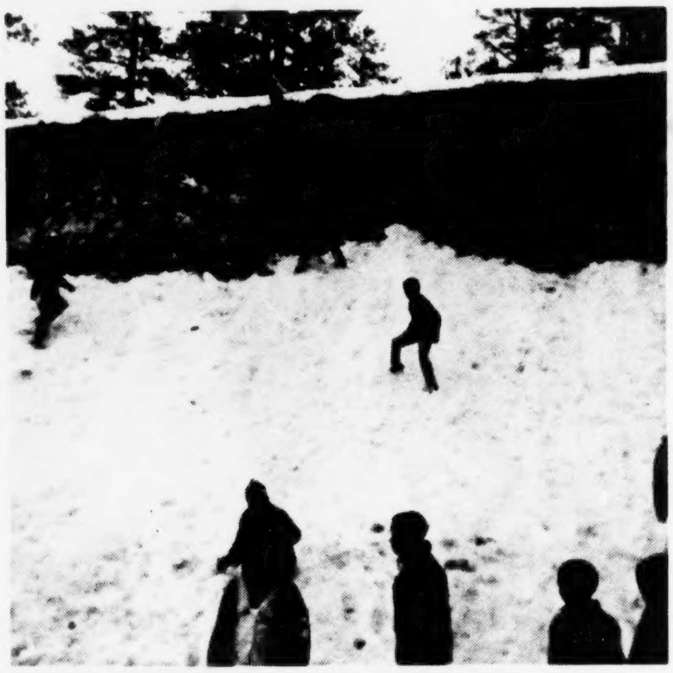
FANTASY PARK

Students climbed on a dinosaur.

Student coming down the slide.

MT. CHARLESTON

Students play in the snow.



APPENDIX B

TEACHER ASSESSMENT OF PUPIL PROGRESS REPORT

SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT

TEACHER'S PUPIL ASSESSMENT OF PROGRESS

Student's Name ______________________ Birthdate ______________ Grade ________

School ______________________ Teacher ______________________

Instructions:

1. This report is prepared on NCR paper. No carbon paper is necessary. The white copy is for your records. The remaining sheets--yellow, pink, blue, and green--are each to be submitted to the Title I office at the separate report periods indicated below.
2. Make initial assessment of each child and bring completed copies to the in-service activities on Friday, October 31, 1969 (yellow copy).
3. Three evaluations in addition to the initial assessment will be due in this office on the following dates:

Friday, December 12, 1969 (submit blue copy)

Friday, February 27, 1970 (submit pink copy)

Friday, May 8, 1970 (submit green copy)

NOTE: Each time you evaluate student progress, rate observations on the basis of the initial assessment.

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
1. Listening Skills						
Listens to acquire meaning	___	___	___	______	______	______
Listens to follow directions	___	___	___	______	______	______
Listens to make an evaluation	___	___	___	______	______	______
Listens to enjoy	___	___	___	______	______	______

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
2. Speaking Skills						
Enunciates words clearly	___	___	___	______	______	______
Uses verb forms correctly	___	___	___	______	______	______
Speaks in phrases	___	___	___	______	______	______
Speaks in complete sentences	___	___	___	______	______	______
Expresses thoughts in logical sequence	___	___	___	______	______	______
Speaks with confidence	___	___	___	______	______	______
3. Writing Skills						
Uses correct letter forms in handwriting	___	___	___	______	______	______
Expresses ideas through informational writing	___	___	___	______	______	______
Uses descriptive adjectives	___	___	___	______	______	______
Participates in creative writing	___	___	___	______	______	______
4. Standard English Usage						
Uses own vocabulary (home)	___	___	___	______	______	______
Uses standard English in expressing ideas	___	___	___	______	______	______
5. Social and Emotional Adjustment						
Attitude toward school	___	___	___	______	______	______
Cooperation	___	___	___	______	______	______

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
(Social and Emotional Adjustment - con't)						
Work habits						
Punctuality						
Attendance						
Attitude toward others						
Attitude toward self						

COMMENTS (if applicable):

1. Initial Assessment

2. First Evaluation

3. Second Evaluation

4. Third, and final, Evaluation

APPENDIX C

1. TITLE I TEACHER OPINIONNAIRE
2. FAMILY AIDE OPINIONNAIRE
3. PARENT REACTION FORM

19 (Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Regular SELD

Grade Levels Represented 1 thru 3

Number of Children in Each Grade Level ______

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

None		1	3	11	4	Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None		2	9	6	2	Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None		1	4	12	2	Very Much
	1	2	3	4	5	

4. Developed and improved vocabulary.

None			1	7	11	Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None			2	13	4	Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None			3	7	9	Very Much
	1	2	3	4	5	

7. To what extent did pupils demonstrate a positive attitude toward school?

Decrease			2	9	8	Increase
	1	2	3	4	5	

8. To what exrent did pupils demonstrate a change in self-concept?

Decrease			1	12	6	Increase
	1	2	3	4	5	

9. To what extent did pupils demonstrate a positive social change?

Decrease			2	10	7	Increase
	1	2	3	4	5	

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

Minimum			6	9	4	Maximum	N/A
	1	2	3	4	5		

11. In your opinion, was the role of the family-aide well defined?

Inadequate			1	6	12	Adequate	N/A
	1	2	3	4	5		

12. To what extent did the family-aide contribute to the effectiveness of the program?

Negligible				7	11	Significantly	N/A
	1	2	3	4	5		

13. In your opinion, did you have sufficient contact with the parents?

Inadequate	1	4	6	4	4	Adequate	N/A
	1	2	3	4	5		

14. In your opinion, is the family-aide an essential component of the program?

Unnecessary			1	4	14	Necessary	N/A
	1	2	3	4	5		

15. Was the room where you conducted your classes adequate?

Inadequate	2	1	5	3	8	Adequate
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 3

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible			4	4	10	Significantly	N/A
	1	2	3	4	5		

17. In your opinion, were the inservice sessions well planned?

Poor			3	10	5	Good
	1	2	3	4	5	

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible			3	7	8	Significantly	1 N/A
	1	2	3	4	5		

19. In your opinion, were the orientation sessions well planned?

Poor			2	8	6	Good	N/A
	1	2	3	4	5		

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate		2	2	6	8	Adequate	N/A
	1	2	3	4	5		

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes 19 No ______ ______ N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3 12 4-6 7 7-10 ______ Other 2-4 = 1

23. Were the instruments used for student selection appropriate?

Inappropriate		3	7	6	2	Appropriate	N/A
	1	2	3	4	5		

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate	1	6	5	5	2	Appropriate
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 4

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

N/A

		1	2	3	4	5	
North L.V. Post Office	Minimum			1	1		Maximum
Bird Farm	Minimum	1		1	1	3	Maximum
Farm	Minimum			1	1	2	Maximum
Fantasy Park	Minimum			1	1	1	Maximum
Museum	Minimum			2	2	2	Maximum
Valley of Fire	Minimum	1				4	Maximum

continued below - -

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

	1	2	3	4	5		
Inadequate		1	7	3	7	Adequate	N/A

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.

28. Please list any materials that you found effective that could be adopted for use by the entire program.

(25 continued)

City Hall		1	1	1	
Library		2	1	1	3
Mt. Charleston		2	5	5	3
Lee Canyon					2
Boat Ride		1			9
Channel 13 TV	1	1	1	1	4
Roger Springs					1
Bakery	1	2	4	4	4
Corn Creek					4
Tule Springs			1	1	1
Airport	1	1	1	1	10
Petting Zoo			1	1	2

29. Which activities or projects, if any, were most effective?

30. Which activities or projects, if any, were least effective?

31. What recommendations, if any, do you have to improve the program?

Regular SELD
6
Date________________________ (Revised 4-70)

FAMILY-AIDE OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program in which you served as a family aide. Your opinion will be used to evaluate the present programs and will also serve as a means for improving next year's program.

1. Please evaluate the effectiveness of the orientation week for your specific job.

Ineffective			2		2	Effective
	1	2	3	4	5	

2. Was the work required from you reasonable for the time allowed?

Unreasonable			2	2	2	Reasonable
	1	2	3	4	5	

3. Was the work expected from you reasonable considering your background?

Unreasonable			2		4	Reasonable
	1	2	3	4	5	

4. Please rate the objectives that were developed for family aides.

Inadequate			2		3	Adequate
	1	2	3	4	5	

5. Were those objectives achieved?

Minimum		1	1	2	1	Maximum
	1	2	3	4	5	

6. Was sufficient planning time allotted between you and the teacher?

Insufficient			1		5	Sufficient
	1	2	3	4	5	

7. To what extent was time provided for you to confer with teachers?

Minimum			1		5	Maximum
	1	2	3	4	5	

8. What was the general attitude of parents toward the program?

Negative			2	2	2	Positive
	1	2	3	4	5	

Family-Aide Opinionnaire
Page 2

9. What were the feelings of parents in regard to field trips?

Negative						Positive
			2	1	3	
	1	2	3	4	5	

10. Do you feel that you had adequate time to spend with parents?

Inadequate						Adequate
			2	1	3	
	1	2	3	4	5	

11. Do you feel that you were able to answer parents questions satisfactorily?

No						Yes
			2	1	3	
	1	2	3	4	5	

12. Please rate your workload.

Light						Heavy
			3	1	2	
	1	2	3	4	5	

13. What, if any, are the strong points of the program?
Parent involvement.
Good communication with parents
Small classes
Positive social experiences for students.

14. What, if any, are the week points of the program?

Better communications for the staff.
Better organization for field trips.

15. What recommendations do you have, if any, that would improve the program?
Advance notification of meetings.
Use of aides for parent-teacher conferences.

16. General Comments:

Parents want more involvement and alsp ways to express their views.

250

Revised 4-70
SELD Regular

PARENT REACTION FORM

This past year, your child has been enrolled in a special program that was designed to provide special educational enrichment activities. We would appreciate your response to the following questions:

1. Does your child enjoy school more this year than he has in the past?

   Yes 195 No 12 Don't know 43

2. Were you informed about special activities in the program?

   Yes 140 No 9

3. Did you attend any of the Title I Local Advisory Council meetings?

   Yes 96 No 154

4. Were you informed about the Title I Local Advisory Council meetings?

   Yes 244 No 6

5. Did you serve on any of the council committee? Yes 39 No 201

6. Which of the following school activities did you attend?

   36 Field Trips 53 Classroom Visits 101

   68 Special School Programs 98 None

7. Do you feel the program helped your child? Yes 235 No 5

8. Would you like to have your child attend a similar program next year?

   Yes 241 No 5

9. Please add any comments that you may have about the program.

   Good program for students and parents.
   Field trips good.
   Nice, friendly teachers

(Use the back of this sheet)

SUMMER EXTENSION OF
SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity: Summer Social Experiences for Language Development

1st Objective: To reinforce learning experiences by observation of the environment and expansion of information about the world.

2nd Objective: To develop English language arts through a program of integrated learning experiences.

Table IV	1st Objective			2nd Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School				1[illegible]	4	10
1-3	25	47	9[illegible]	[illegible]1	1[illegible]	7[illegible]
4-6						
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Clymer-Barrett Pre-Reading Test	Same
Form of Test		A	B
Date test administered		June, 1970	July, 1970
Grade or Grade Level		Kindergarten	Kindergarten
Number of Students Tested		26	26
RAW SCORE**	Mean	30.85	34.58
	Standard Deviation	12.07	10.58
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	25	26
	75th " "	22	19
	50th " "	15	11
	25th " "	9	6
	15th " "	4	2
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Listening	Same
Form of Test		12B	12A
Date test administered		June, 1970	July, 1970
Grade or Grade Level		1	1
Number of Students Tested		51	51
RAW SCORE**	Mean	28.56	25.30
	Standard Deviation	6.29	5.95
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	51	51
	75th " "	50	51
	50th " "	47	49
	25th " "	37	43
	15th " "	31	36
	10th " "	25	18

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Word Analysis	Same
Form of Test		13B	13A
Date test administered		June, 1970	July, 1970
Grade or Grade Level		1	1
Number of Students Tested		51	51
RAW SCORE**	Mean	19.75	22.37
	Standard Deviation	6.10	7.68
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	51	51
	75th " "	51	51
	50th " "	51	50
	25th " "	46	38
	15th " "	40	27.
	10th " "	35	22

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Listening	Same
Form of Test		12B	12A
Date test administered		June, 1970	July, 1970
Grade or Grade Level		2	2
Number of Students Tested		49	49
RAW SCORE**	Mean	23.19	27.43
	Standard Deviation	6.60	7.58
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	49	47
	75th " "	47	43
	50th " "	45	41
	25th " "	40	32
	15th " "	28	22
	10th " "	24	18

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Word Analysis	Same
Form of Test		13B	13A
Date test administered		June, 1970	July, 1970
Grade or Grade Level		2	2
Number of Students Tested		49	49
RAW SCORE**	Mean	29.21	29.94
	Standard Deviation	10.20	10.03
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	49	49
	75th " "	49	49
	50th " "	47	49
	25th " "	42	39
	15th " "	36	34
	10th " "	29	29

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Listening	Same
Form of Test		23B	23A
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3	3
Number of Students Tested		26	26
RAW SCORE**	Mean	28.27	30.08
	Standard Deviation	7.35	7.07
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	26	25
	75th " "	25	25
	50th " "	24	23
	25th " "	17	17
	15th " "	13	10
	10th " "	13	10

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Cooperative Primary Tests Word Analysis	Same
Form of Test		13B	13A
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3	3
Number of Students Tested		26	26
RAW SCORE**	Mean	32.07	35.85
	Standard Deviation	12.47	10.85
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	25	26
	75th " "	24	25
	50th " "	24	25
	25th " "	24	23
	15th " "	21	21
	10th " "	20	20

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The evaluation of the Summer Social Experiences for Language Development Program consisted of a pretest-posttest design. The following stated objectives were assessed by the indicated instruments.

Objective 1	-	To reinforce learning experiences by observation of the environment and expansion of information about the world through visits to institutions and to points of interest.
Instrument	-	Clark County Social Science Test
Objective 2	-	To develop Language Arts through a program of integrated learning experiences.
Instrument	-	Cooperative Primary Tests (Listening and Word Analysis Subtests), Clymer Barrett Pre-Reading Tests
Objective 3	-	To involve parents in the educational programs in order to establish positive attitudes toward the schools, thereby reinforcing students' learning attitudes.
Instrument	-	Subjective Opinionnaires

Tables IV and V present a summary of students' progress.

When percentile ranks were available for the instrument used, a change in percentile rank of from 0 to 5 was considered little or no progress. Some progress was assessed on the basis of from 6 to 10 percentiles, while substantial progress consisted of a gain of more than ten percentiles. These values were felt to be sufficient based on the short duration of the program. Since no percentile norms were available for the Clark County Primary Social Studies Test, a change in raw score of 0 to 3 scores constituted little or no progress, 4 to 6 score differences as some progress, and over 6 score differences as substantial progress.

Attainment of each objective as assessed by standardized tests was based on the number of students making some or substantial progress. This information, combined with a "t" test of significance by test and grade level, is presented in the following summary.

Objective #1:

CHART 1
Clark County Primary Social Science Test
Pretest-Posttest Comparisons

		PRETEST		POSTTEST			
Grade	N	Mean	S.D.	Mean	S.D.	Gain	t ratio
1	79	30.97	5.59	32.92	7.04	1.95	2.71**
2	70	36.26	5.81	37.49	5.81	1.23	2.51*
3	15	41.27	3.79	44.13	3.12	2.86	3.92**

*Significant at the .05 level
**Significant at the .01 level

In all cases, there was a significant improvement in social studies achievement. On Table IV, approximately 43 percent of the students made considerable progress. This information, incorporated with the results of Chart 1 indicate that Objective #1 was attained for the group at a rather high level of confidence.

Objective #2:

CHART 2
Clymer Barrett Pre-Reading Test
Pretest-Posttest Comparisons

		PRETEST		POSTTEST			
Grade	N	Mean	S.D.	Mean	S.D.	Gain	t ratio
Kdgn.	26	30.85	12.07	34.58	10.58	3.73	2.76

CHART 3
Cooperative Primary Listening Test
Pretest-Posttest Comparisons

		PRETEST		POSTTEST			
Grade	N	Mean	S.D.	Mean	S.D.	Gain	t ratio
1	54	28.56	6.29	25.30	5.95	-3.26	-3.47**
2	54	23.19	6.60	27.43	7.58	4.24	4.42**
3	26	28.27	7.35	30.08	7.07	1.81	1.52

**Significant at the .01 level

CHART 4
Cooperative Primary Word Analysis Test
Pretest-Posttest Comparisons

Grade	N	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	Gain	t ratio
1	27	19.75	6.10	22.37	7.68	2.62	2.17*
2	48	29.21	10.20	29.94	10.03	.73	.59
3	52	32.07	12.47	35.85	10.58	3.78	1.44

*Significant at the .05 level

In assessing the achievement of Objective #2, it would appear that considerable progress was made with kindergarten children. It is indicated that significant improvement was achieved with respect to preparing the children for reading. As can be seen on Table IV, more than 50 percent of the pupils made substantial gains during the six week session.

Substantial improvement in listening skills was inadequate only at the second grade level. In the first grade, there was a loss in achievement. This significant loss is difficult to explain since gains were observed in other subtests at all three grade levels. Third grade students demonstrated a positive growth in listening skills, although the growth was not significant.

In word analysis skills, significant improvement was made at only grade one. In the second and third grades, positive improvement trends can be seen but the growth was not sufficient to be statistically significant.

Attainment of Objective #2 leaves considerable room for speculation. The pretest results at the first grade level in listening skills would appear to be inflated since the mean pretest score is larger than either the second or third grade results. On the other hand, in the first grade, there was significant improvement in word analysis skills. Based on this information, it would appear that first grade pretest results for the listening skills were not an accurate portrayal of student ability.

PART II
EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

The summer portion of the SELD program was an extension of the regular school year program. Except for the deletion of Objectives #4 and #5, program goals remained the same. Therefore, monitoring tools and methods of compiling data for presentation were also similar.

A. Objective #1: To reinforce learning experiences by observation of the environment and expansion of information about the world through visits to institutions and to points of interest.

During the summer extension, weekly field trips ensued for a total of 6 trips for each class. Places visited included the Nevada State Museum and Southwest Desert Institute, Roger Springs, the North Las Vegas Library, a television station, the Boulevard Shopping Mall, Doolittle Recreation Center, Fremont Street and a tour of the Mint Hotel, the Mike Hines Ranch, Fantasy Park, Paradise Park, Lorenzi Park, Calico Springs, the Reptile Farm, and the Shrine Circus. Every effort was made to assure that students participated in different cultural experiences in the summer segment than they had during the regular school year.

In addition to the field trips, some classes took additional excursions, including a tour of the Pepsi Cola plant, a visit to a pet shop, a trip to the Lewis E. Rowe Elementary School where an Indian session of summer school was in process; and some teachers had guest speakers on various topics and planned special parties for their students.

These enrichment activities were considered the backbone of the summer activities from which language could develop. No trip was taken in which staff members had not first checked for the purposes of assuring that it would be a worthwhile activity and in order to assist teachers to plan their classroom activities prior to and after each excursion. Thus, the reinforcement of seeing, feeling, and experiencing concepts presented in the classroom could occur during each field trip.

B. Objective #2: To develop English language arts through a program of integrated learning experiences.

A revised form of the "Teacher Assessment of Pupil Progress" was used to measure teacher opinion of student progress on a pre-post basis for this objective (copy of form attached in Appendix A). As in the regular program, students were rated in the categories of listening skills, speaking skills, writing skills, and standard English usage. A random sampling of 31 students was selected, consisting of 5 kindergarteners, 15 first graders, 7 second graders, and 4 third graders.

For the summer extension, a no progress indicator was added to the evaluation section. Therefore, in compilation no progress was considered null and little progress, some progress, and substantial progress were valued 1, 2, and 3, respectively. Poor, fair, and good in the initial assessment were valued 1, 2, and 3. As in the regular program, each category was treated as a unit in running the statistical tests; and scores obtained on the evaluation at the end of the program were added to the base scores of the initial assessment.

Presented below is a pre-post comparison of teacher evaluation in each of the four areas. Significant progress was found for each category.

1. Listening Skills:

Listening skills checked by teachers included (1) listens to acquire meaning; (2) listens to follow directions; (3) listens to make an evaluation; and (4) listens to enjoy.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	8.16	14.58
Standard Deviation	2.44	4.96
Standard Error of the Mean	.44	.89

Posttest Mean-Pretest Mean	6.42
Standard Error of the Mean	.99

t = 6.48 Significant at 1% level of confidence

2. Speaking Skills:

Speaking skills checked by teachers included (1) enunciates words clearly; (2) uses verb forms correctly; (3) speaks in phrases; (4) speaks in complete sentences; (5) expresses thoughts in logical sequence; and (6) speaks with confidence.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	10.52	20.68
Standard Deviation	3.44	7.19
Standard Error of the Mean	.62	1.29

Posttest Mean-Pretest Mean	10.16
Standard Error of the Mean	1.43

t = 7.1 Significant at 1% level of confidence

3. Writing Skills:

Writing skills checked by teachers included (1) uses correct letter forms in handwriting; (2) expresses ideas through informational writing; (3) uses descriptive adjectives; and (4) participates in creative writing.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	5.94	10.9
Standard Deviation	2.17	4.55
Standard Error of the Mean	.39	.82

Posttest Mean-Pretest Mean	4.96
Standard Error of the Mean	.91

t = 5.45 Significant at 1% level of confidence

4. Standard English Usage:

Standard English usage skills checked by teachers included (1) uses own vocabulary (home); and (2) uses standard English in expressing ideas.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	3.9	6.81
Standard Deviation	.83	2.06
Standard Error of the Mean	.15	.37

Posttest Mean-Pretest Mean	2.91
Standard Error of the Mean	.4

t = 7.28 Significant at 1% level of confidence

Some discrepancy was found in the teacher opinion and standardized test data, the most obvious being listening skills. Several possibilities may account for this. Program supervision was not adequate to assure a satisfactory return of standardized tests, and it is possible that the pre-post data available for the evaluation were not typical of the population. On the other hand, the random sampling from which teacher opinion was analyzed should have been typical. It is also conceivable that teachers may have tended to rate students too high. In addition, more than half the teachers in the summer extension were not part of the program during the regular school year. These teachers may not have been as adept at assessing progress of the Title I student as is desired. Some students do not show progress on a test even though their gains have been satisfactory. However, it is unlikely that this would have occurred with as much frequency as the contract would suggest. Whatever the cause for such differences in teacher opinion and actual test results, it is alarming to note a regression factor and, furthermore, it is especially perplexing in lieu of teacher opinion of progress.

C. Objective #3: To involve parents in the educational programs in order to establish positive attitudes toward the schools, thereby reinforcing students' learning attitudes.

Teachers were asked to complete a report at the end of the program in which they indicated the number of parents participating in the program, as shown below.

Type of Contact	Number of Parents
Classroom visitations	53
Parent-teacher conferences	28
Field trips	78
Special school programs	12
Volunteers	19

Although no numerical tally was given, teachers did indicate in an "Other" column that parents assisted in preparing costumes for a special program planned for the parents at the end of the program.

In addition, parents' meetings were held in small groups. The family aides were most successful in getting parents to attend these meetings. An Advisory Council meeting was held in June, but attendance was low. This was rather surprising since the meeting was held at their request, made in April, that summer meetings be offered. The summarization on the Parent Reaction Form (included in the next evaluation section) shows 73 parents giving an affirmative response to Advisory Council attendance. However, only 19 attended the June meeting. Apparently, the respondents were reacting to events which occurred during the regular school year. Likewise, descrepancies occur between parent indication of attendance at school activities and the teacher count. However, some events, such as the parent meetings, did not involve teachers. Also, the teacher figure of 12 for special programs is questionable, for many parents made costumes for the special school program presented the last week of school, and it seems probable that many must have attended the program.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:
(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Auxiliary Services

The summer extension employed specialists in the areas of curriculum, resources, art, science, music, and physical education, as well as a school nurse and speech therapist. Summarized below are comments about the program and/or recommendations for future programs made by these people.

1. Curriculum Specialist:

Evidence of intellectual and emotional growth was seen. However, objectives did not seem to be completely reconciled to the evaluation design, therefore, rendering much of the testing invalid. Provisions for slides and rapid development of films so that students could react critically to their own activities would be beneficial for future activities.

2. Resource Specialist:

This person described his responsibilities for establishing the field trip schedule and for supplying teachers with adequate information about the trips in terms of classroom enrichment activities to complement each experience. He felt the trips were meaningful to the students, but also expressed the opinion that many valuable experiences could not be gleaned either because the distance to the site was too far or because the group was too large for the trip to be included in the schedule.

3. Art and Science Specialist:

The recommendation was made that this position be divided into two positions so that adequate time in each area could be spent with the students. The approach used this year often involved the students bringing to class specimens from field trips which were discussed, followed by drawings. Remembered experiences and impressions collected on the excursions were also drawn upon for creative expression.

4. Music Specialist:

The music specialist felt the students responded enthusiastically to the music sessions. She noted that students seemed to relax, expressed joy, and often requested more instruction than was provided. The special program planned for parents at the end of the summer included a musical presentation of songs and dances of different ethnic groups and a history of sounds and beats as music evolved.

5. Physical Education Specialist:

One day a week was spent in large group instruction with concentration on fundamental skills. The remaining days of the week were spent in small group activities utilizing the fundamental skills presented to the large group. This specialist was pleased with the scheduling flexibility and the facilities.

6. Speech Therapist:

The speech therapist provided special assistance to students with identified speech defects, helped a selected group with overall language development, and met with parents to discuss their children's problems. She also worked with teachers on methods and techniques of phonetic drill. The weekly field trips served as a basis for material presented in the speech lessons.

7. School Nurse:

Health education projects in the classrooms, detection of health problems with follow-up parent conferences, and information to parents about community health services were primary duties. The nurse had difficulty in arranging sufficient time in the classroom since other activities resulted in a fairly full schedule for the students.

B. Site Administrator's Recommendations

1. The testing portion of the program should be shorter in the summer program to allow more time for program activities.

2. One or two additional specialists should be hired and housed at Henderson, or any other second facility. The distance between the two sites this year prohibited satisfactory services in Henderson, since the four-hour day limited the time the specialists could spend traveling between the two sites and still provide the assistance needed. Since a majority of the students were housed at Jo Mackey, it was difficult to justify as many trips to Henderson as would have been desirable.

3. Extra money should be made available for enrichment activities that could include taking the students to a restaurant to eat, taking them to activities where

admission is charged, taking them on a shopping experience, or even taking them on an overnight trip.

4. Teachers and aides should not be hired for the program without assurances that they will remain for its duration.

5. The site administrator, curriculum specialist, and resource specialist should be hired first and then be involved in screening and hiring other program personnel.

C. Coordinator's Appraisal

Teachers appeared to be making maximum utilization of the facilities and the supplementary equipment and materials. There was evidence of a sequential language development program in the areas of vocabulary, word attack skills, and verbal expression. Individualized instruction occurred, allowing each child to progress at his own rate. The staff took advantage of the skills and time of parents who were interested in helping in the program.

D. Nutrition

An added benefit to the summer extension included the provision of sack lunches for all students and their classroom supervisors. Some criticism about the foods prepared were made by the staff, such as hard boiled eggs which caused the children some difficulty in handling. However, the nutritional segment was considered to be a critical element of the program in that it afforded a needed nutrition break with the opportunity of presenting a congenial and relaxed setting for sharing food, and it also offered opportunity to teach table manners and the elements of a well-balanced diet.

E. Opinionnaires

Appendix B contains copies of the Title I teacher and family aide opinionnaires and and the parent reaction form with a tabulation of responses.

1. Title I Teacher Opinionnaire:

Sixteen opinionnaires were returned. In items 10, 11, 12, and 14 a positive reaction to the helpfulness of the family aides in involving parents in the program was seen. Responses to items 23 and 24 related the dissatisfaction with the testing program, as mentioned previously in the summary of the curriculum specialist's comments and under the site administrator's recommendations. Reaction to pupil progress, as reflected in items 1 - 9 suggests that teachers were not completely satisfied with program achievement, although the general trend reveals a greater number responding on the positive side of the midway point of "3".

2. Family Aide Opinionnaire:

Seven opinionnaires were received. Except for the first two items, effectiveness of orientation week and amount of work required for the allotted time, the aides present a picture of success for their part of the program.

3. Parent Reaction Form:

More than half, or 193, of the parents returned the reaction forms. Their response is most gratifying in that the number answering negatively is negligible in relation to the total.

F. News Releases

Appendix C contains copies of selected news releases about the program.

APPENDIX A

TEACHER ASSESSMENT OF PUPIL PROGRESS

(REVISED FOR SUMMER EXTENSION)

1970 SUMMER SOCIAL EXPERIENCES FOR LANGUAGE DEVELOPMENT

TEACHER'S PUPIL ASSESSMENT OF PROGRESS

Student's Name ______________________ Birthdate __________ Grade __________

School ______________________ Teacher ______________________

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
1. Listening Skills							
Listens to acquire meaning	___	___	___	___	___	___	___
Listens to follow directions	___	___	___	___	___	___	___
Listens to make an evaluation	___	___	___	___	___	___	___
Listens to enjoy	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
2. Speaking Skills							
Enunciates words clearly	___	___	___	___	___	___	___
Uses verb forms correctly	___	___	___	___	___	___	___
Speaks in phrases	___	___	___	___	___	___	___
Speaks in complete sentences	___	___	___	___	___	___	___
Expresses thoughts in logical sequence	___	___	___	___	___	___	___
Speaks with confidence	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
3. Writing Skills							
Uses correct letter forms in handwriting	___	___	___	___	___	___	___
Expresses ideas through informational writing	___	___	___	___	___	___	___
Uses descriptive adjectives	___	___	___	___	___	___	___
Participates in creative writing	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
4. Standard English Usage							
Uses own vocabulary (home)	___	___	___	___	___	___	___
Uses standard English in expressing ideas	___	___	___	___	___	___	___

COMMENTS:

1. Initial Assessment ____

____

____

2. Evaluation ____

____

____

APPENDIX B

1. TITLE I TEACHER OPINIONNAIRE
2. FAMILY AIDE OPINIONNAIRE
3. PARENT REACTION FORM

(Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Summer SELD

Grade Levels Represented K - 4 2nd - 5 4th - 1 1st - 9 3rd - 3 Specialist - 1

Number of Children in Each Grade Level

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

None		2	6	3	5	Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None	1	2	6	3	4	Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None		3	4	6	3	Very Much
	1	2	3	4	5	

4. Developed and improved vocabula[illegible]

None			2	9	5	Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None			3	12	1	Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None		1	2	11	2	Very Much
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 2

7. To what extent did pupils demonstrate a positive attitude toward school?

	1	2	3	4	5	
Decrease			2	4	10	Increase

8. To what extent did pupils demonstrate a change in self-concept?

	1	2	3	4	5	
Decrease		1	1	11	3	Increase

9. To what extent did pupils demonstrate a positive social change?

	1	2	3	4	5	
Decrease			1	11	3	Increase

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

	1	2	3	4	5		N/A
Minimum		1	2	3	9	Maximum	1

11. In your opinion, was the role of the family-aide well defined?

	1	2	3	4	5		N/A
Inadequate				4	12	Adequate	

12. To what extent did the family-aide contribute to the effectiveness of the program?

	1	2	3	4	5		N/A
Negligible				4	12	Significantly	

13. In your opinion, did you have sufficient contact with the parents?

	1	2	3	4	5		N/A
Inadequate	1	1	3	9	2	Adequate	

14. In your opinion, is the family-aide an essential component of the program?

	1	2	3	4	5		N/A
Unnecessary				3	13	Necessary	

15. Was the room where you conducted your classes adequate?

	1	2	3	4	5	
Inadequate	1	1	1	2	11	Adequate

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible	2	2	3	4	5	Significantly	______N/A
	1	2	3	4	5		

17. In your opinion, were the inservice sessions well planned?

Poor	1	3	1	5	6	Good
	1	2	3	4	5	

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible	2	2	4	2	6	Significantly	______N/A
	1	2	3	4	5		

19. In your opinion, were the orientation sessions well planned?

Poor	1	1	5	4	5	Good	______N/A
	1	2	3	4	5		

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate		3	4	2	7	Adequate	______N/A
	1	2	3	4	5		

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes 16 No______ ______N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3______ 4-6 4 7-10 9 Other 15

23. Were the instruments used for student selection appropriate?

Inappropriate	1		4	4	6	Appropriate	______N/A
	1	2	3	4	5		

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate	7	4	3	1	1	Appropriate
	1	2	3	4	5	

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

		1	2	3	4	5		N/A
Roger Springs - 16 Tule Springs - 1	Minimum	4		7	3	2	Maximum	
Calico Springs - 15 Boulder Dam - 1	Minimum	1		9	2	4	Maximum	
Kurate Demonstration - 1 Library - 2 LV Sun Newspaper - 1	Minimum	1	1	3	1	10	Maximum	
Train Station - 1 Boulevard - 6 Henderson Museum - 12	Minimum			3	6	6	Maximum	
Channel 10 TV - 11 Mike Hines Farm - 2 Fantasy Park - 2	Minimum			3	7	7	Maximum	
Circus - 17 Reptile Farm - 12	Minimum			2	1	14	Maximum	

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

	1	2	3	4	5		N/A
Inadequate		2	2	3	11	Adequate	

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.

No - 8
Pre-planning of field trips - 1 P.E. - 1
Science - 1
Art - 1
Music - 1

28. Please list any materials that you found effective that could be adopted for use by the entire program.

Party Favors for reading several books - 1
Playing card games improves discrimination - 2
None - 6
Poem by Kali (good for self-concept)
Peabody Language Development Kit - 1
Tape Recorders - 1

29. Which activities or projects, if any, were most effective?
Free activity periods - 1
All - 1 Arts - 1 Music - 1 Science - 1 P.E. - 1
Closing program - 2 Field Trips - 1 Discussions - 1
Vocabulary development from field trips - 4
Games - 1

30. Which activities or projects, if any, were least effective?
P.E. - 1 Testing - 1
Science - 1
Art - 1
Writing Stories - 2
None - 4
Activities resembling regular school - 1

31. What recommendations, if any, do you have to improve the program?
No outside activity interference - 1
More advanced planning - 2
More indepth inservice - 1
Communication in all phases needs improving - 1
None - 2
More field trips - 3
More supplies - 1
Tests inadequate - 1

8

Date Summer Family Aide (Revised 4-70)

FAMILY-AIDE OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program in which you served as a family aide. Your opinion will be used to evaluate the present programs and will also serve as a means for improving next year's program.

1. Please evaluate the effectiveness of the orientation week for your specific job.

Ineffective	1	2	1	3		Effective
	1	2	3	4	5	

2. Was the work required from you reasonable for the time allowed?

Unreasonable		1	4	1	1	Reasonable
	1	2	3	4	5	

3. Was the work expected from you reasonable considering your background?

Unreasonable				1	5	Reasonable
	1	2	3	4	5	

4. Please rate the objectives that were developed for family aides.

Inadequate			2	2	2	Adequate
	1	2	3	4	5	

5. Were those objectives achieved?

Minimum			2	3	1	Maximum
	1	2	3	4	5	

6. Was sufficient planning time allotted between you and the teacher?

Insufficient			1		6	Sufficient
	1	2	3	4	5	

7. To what extent was time provided for you to confer with teachers?

Minimum			2	1	4	Maximum
	1	2	3	4	5	

8. What was the general attitude of parents toward the program?

Negative				1	6	Positive
	1	2	3	4	5	

Family-Aide Opinionnaire
Page 2

9. What were the feelings of parents in regard to field trips?

Negative					7	Positive
	1	2	3	4	5	

10. Do you feel that you had adequate time to spend with parents?

Inadequate			4	1	2	Adequate
	1	2	3	4	5	

11. Do you feel that you were able to answer parents questions satisfactorily?

No			1	1	5	Yes
	1	2	3	4	5	

12. Please rate your workload.

Light				5	2	Heavy
	1	2	3	4	5	

13. What, if any, are the strong points of the program?

Field trips - 6
Advisory Committee - 2
Parent Conferences - 5
Parent Cooperation - 3

Communication - 2

14. What, if any, are the week points of the program?

Communication - 5
Too short a time - 1
Give assignments before program starts - 2
More tools to work with - 1

15. What recommendations do you have, if any, that would improve the program?

Definite plans for field trips - 1
Improve communication with family aide and teachers - 3
Have English speaking speakers (not Spanish) at Advisory Council Meetings - 1

16. General Comments:

Revised 4-70
SELD

PARENT REACTION FORM

This past year, your child has been enrolled in a special program that was designed to provide special educational enrichment activities. We would appreciate your response to the following questions:

1. Does your child enjoy school more this year than he has in the past?

   Yes 180 No 9 Don't know 4

2. Were you informed about special activities in the program?

   Yes 187 No 6

3. Did you attend any of the Title I Local Advisory Council meetings?

   Yes 73 No 120

4. Were you informed about the Title I Local Advisory Council meetings?

   Yes 170 No 16

5. Did you serve on any of the council committee? Yes 21 No 157

6. Which of the following school activities did you attend?

   55 Field Trips 59 Classroom Visits ______

   66 Special School Programs 89 None

7. Do you feel the program helped your child? Yes 181 No 7

8. Would you like to have your child attend a similar program next year?

   Yes 181 No 12

9. Please add any comments that you may have about the program.

   Majority of the comments were summarized as parents being very pleased with the program.

(Use the back of this sheet)

APPENDIX C

NEWS RELEASES

LAS VEGAS VOICE Thursday, July 30, 1970

AT SHRINE CIRCUS -- First grade students (from left) Cornelius Williams, Floyd Tatum and Paul Rodgers talk with clown, Hoss Wylie, at the Shrine Circus in the Convention Center July 17. More than 100 youngsters in Title I summer programs were admitted free to the circus.

Musical Presentation At Jo Mackey School

Children attending the Social Experience for Language Development summer classes, better known as the SELD program at the Jo Mackey Elementary School, will present for their parents and the Community, a musical program on Thursday evening, July 23, at 7:30 p.m.

The youngsters will be involved in the presentation of songs and dances from the primitive era to modern day--hence the theme: "AMERICA IS -----" (Primitive, Afro, Indian, Spanish, Oriental, European, Polynesian and American).

America - (Grand Finale): "Age of Aquaris".. Interpreted by all teacher-aides working in the program; Free style dancing to "ABC" by the Jackson Five. The entire cast and the audience will get together and do their own thing. The cast will close the program with a wish for Peace and Love to all.

Coordinating the program are Mr. Earl Brunner, Site Administrator, Mrs. Christie Green, Curriculum Specialist, and Mrs. Steve Schiebel, Resource Specialist. Music will be directed by Mrs. Grace McGlothen with Mr. Avefua Fisco as Assistant Director. Assisting with choreography is Miss Glory Brown, Art and Science specialist. Mr. Gerald Cohn, Physical Education Specialist with Mr. Scott Lee as Assistant Physical Ed. Specialist. Other employees lending a hand are Miss Edith Sullivan, Speech Therapist, Mrs. Lois Lewis, School Nurse, Mrs.

(SEE SELD, Page 3)

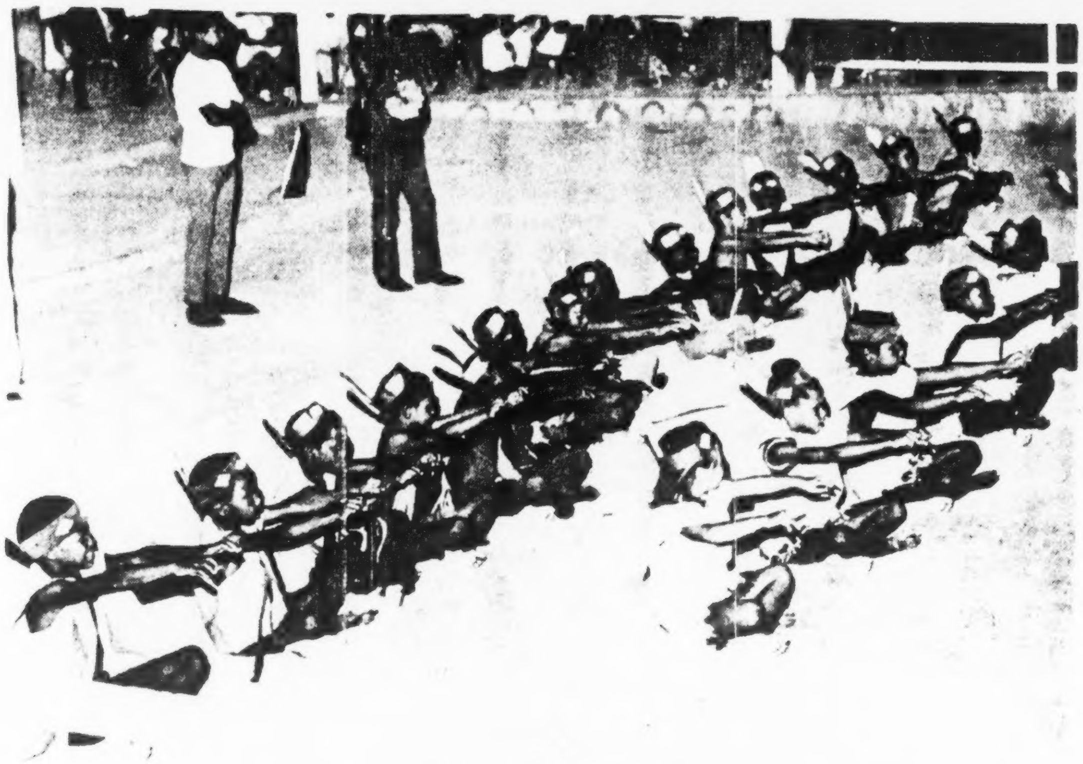
SELD, from page 1

Natasha Wist, Psychologist, Mrs. Ruth Yost, Teacher-aide for the music department and many others.

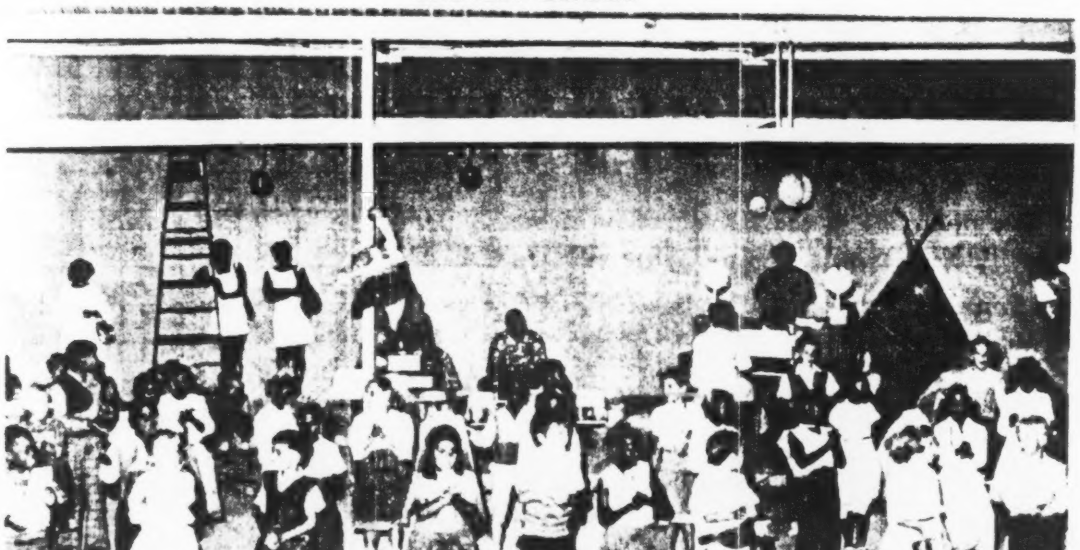
Parents working with teachers in preparing colorful costumes, refreshments and supervising the children are: Yvonne Carraway, Margaret Crawford, Marge Cochran, Herbert Freeman, Rual Gonzales, Lorrayne Hall, Jacqueline Hoggard, June McEnroe, Delores Musgrave, Trudy Nelson, Annie Norwood, Albia Nuhn, Joyce Ostrowski LaNeal Rayford, Bonnie Ruester, Bill Thomas, Shirley Williams, Dorothy Wilson and Jaunita Elliot.

The entire community is invited to attend this multi-ethnic musical treat.

TITLE I MUSICAL PROGRAM AT JO MACKEY SCHOOL



INDIAN GROUP



SPANISH GROUP

TITLE I MUSICAL PROGRAM (con't.)

AMERICA---- AGE OF AQUARIUS

JAMAICA FOLK SONG

TITLE I MUSICAL PROGRAM (con't)

EUROPEAN GROUP

ORIENTAL GROUP

BILINGUAL LANGUAGE DEVELOPMENT PROGRAM
FOR SPANISH SPEAKING STUDENTS

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Bilingual Program

1st Objective To speak, read, and write English

2nd Objective To identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning

Table IV	1st Objective			2nd Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	11	7	8	14	9	3
4-6	4	8	1			
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Bilingual Program

3rd Objective Communicate orally in both English and Spanish

5th Objective Distinguish differences between consonant and vowel sounds which are peculiar to each language

Table IV	3rd Objective			5th Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	18	4	4	13	9	4
4-6	6	3	6			
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Phonemes	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		15	
RAW SCORE**	Mean	27.00	
	Standard Deviation	2.28	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	
	75th " "	15	
	50th " "	13	
	25th " "	10	
	15th " "	4	
	10th " "	3	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Learning Rate	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		15	
RAW SCORE**	Mean	8.53	
	Standard Deviation	3.16	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	
	75th " "	15	
	50th " "	15	
	25th " "	15	
	15th " "	14	
	10th " "	11	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Murphy Durrell Reading Readiness Test Letter Names	
Form of Test		-	
Date test administered		September, 1969	
Grade or Grade Level		1	
Number of Students Tested		15	
RAW SCORE**	Mean	29.33	
	Standard Deviation	12.10	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	
	75th " "	15	
	50th " "	10	
	25th " "	4	
	15th " "	3	
	10th " "	2	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*			Lee Clark Primer
Form of Test			A .
Date test administered			May, 1970
Grade or Grade Level			1
Number of Students Tested			12
RAW SCORE**	Mean		19.92
	Standard Deviation		6.44
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile		11
	75th " "		11
	50th " "		4
	25th " "		0
	15th " "		0
	10th " "		0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Lee Clark 1st Reader	Same
Form of Test		A	B
Date test administered		September, 1969	May, 1970
Grade or Grade Level		2-6	2-6
Number of Students Tested		19	19
RAW SCORE**	Mean	35.89	45.95
	Standard Deviation	14.67	14.17
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	17	13
	75th " "	13	8
	50th " "	6	1
	25th " "	1	0
	15th " "	0	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Upper Primary Reading Vocabulary	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		5-6	5-6
Number of Students Tested		6	6
RAW SCORE**	Mean	38.50	40.50
	Standard Deviation	4.07	4.03
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	4
	75th " "	5	4
	50th " "	5	3
	25th " "	1	1
	15th " "	1	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Upper Primary Reading Comprehension	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		5-6	5-6
Number of Students Tested		6	6
RAW SCORE**	Mean	36.00	42.3
	Standard Deviation	6.45	5.59
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	6
	50th " "	5	3
	25th " "	4	1
	15th " "	2	1
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Upper Primary Totals	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		5-6	5-6
Number of Students Tested		6	6
RAW SCORE**	Mean	74.50	82.83
	Standard Deviation	9.96	8.91
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	5
	50th " "	5	3
	25th " "	2	1
	15th " "	1	1
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II

EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Language	
Form of Test		SF-2	
Date test administered		September, 1969	
Grade or Grade Level		4 and 6	
Number of Students Tested		7	
RAW SCORE**	Mean	79.43	
	Standard Deviation	8.30	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	
	75th " "	7	
	50th " "	7	
	25th " "	6	
	15th " "	4	
	10th " "	4	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Non-Language	
Form of Test		SF-2	
Date test administered		September, 1969	
Grade or Grade Level		4 and 6	
Number of Students Tested		7	
RAW SCORE**	Mean	88.86	
	Standard Deviation	9.73	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	
	75th " "	7	
	50th " "	5	
	25th " "	5	
	15th " "	2	
	10th " "	2	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Total	
Form of Test		SF-2	
Date test administered		September, 1969	
Grade or Grade Level		4 and 6	
Number of Students Tested		7	
RAW SCORE**	Mean	81.86	
	Standard Deviation	6.90	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	
	75th " "	6	
	50th " "	5	
	25th " "	4	
	15th " "	2	
	10th " "	2	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Short Test of Educational Ability	
Form of Test		Level 3	
Date test administered		September, 1969	
Grade or Grade Level		1-5	
Number of Students Tested		42	
RAW SCORE**	Mean ***	93.50	
	Standard Deviation	8.98	
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	42	
	75th " "	41	
	50th " "	29	
	25th " "	12	
	15th " "	5	
	10th " "	3	

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Common Concepts Foreign Language	Same
Form of Test		1	2
Date test administered		September, 1969	May, 1970
Grade or Grade Level		1-6	1-6
Number of Students Tested		41	41
RAW SCORE**	Mean	64.07	64.88
	Standard Deviation	11.89	9.60
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	38	20
	75th " "	24	5
	50th " "	18	2
	25th " "	7	0
	15th " "	6	0
	10th " "	4	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The evaluation design utilized in the regular Bilingual Program consisted of a pretest-posttest assessment of student progress.

The following objectives were assessed with the indicated standardized test.

Objective #1 - To speak, read, and write English.

Instrument - Murphy Durrell Reading Readiness Analysis, Lee Clark Primer, Lee Clark First Reader, California Achievement Test, Upper Primary.

Objective #2 - To identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning.

Instrument - Clark County Language Diagnostic Test.

Objective #3 - Communicate orally in an effective manner in both Spanish and English by requesting, explaining, and describing common objects or events.

Instrument - Common Concepts Foreign Language Test, Clark County Language Diagnostic Test.

Objective #4 - Utilize capitalization rules in both languages.

Instrument - No standardized instrument.

Objective #5 - Distinguish differences between the consonant and vowel sounds which are peculiar to each language.

Instrument - Clark County Language Diagnostic Test.

Objective #1, to develop the ability of Spanish-speaking students to speak, read, and write English, was assessed by several instruments. First grade students were pretested with the Murphy Durrell Reading Readiness Analysis. Since posttesting with a readiness test is not feasible at the end of first grade, these students were posttested with the Lee Clark Primer. Fifteen first grade students were tested at the beginning of the project. However, only twelve students were tested at the end of the year. In comparing percentile ranks, it can be seen that seven of the twelve students made substantial progress. The other five students made some progress over what is normally expected. The criterion used to evaluate substantial progress consisted of a percentile change of over 20 percentiles between pretest and posttest results. Some progress consisted of a percentile change of 10 to 20 percentiles between testing dates.

Students in grades two through six were pretested with the Lee Clark First Reader. Those students who achieved a grade equivalent of 3.0 or above on the Lee Clark First Reader were administered the Upper Primary California Achievement Test reading vocabulary and reading comprehension subtests. Test results were available on a pretest-posttest basis for nineteen students on the Lee Clark First Reader and six students on the California Achievement Test, Upper Primary.

The information presented in Tables V included mean raw scores for the Lee Clark First Reader and the Claifornia Achievement Test. When these scores are converted to grade equivalents, students tested with the Lee Clark First Reader started the program with a mean grade equivalent of 2.9. According to posttest results, students are placed at a grade equivalent of 3.4. The net growth was a five month increase.

The six students who were pretested and posttested with the California Achievement Test Upper Primary had a pretest grade equivalent of 3.9 in reading vocabulary and 3.7 in reading comprehension. Posttest grade equivalents were 4.2 in reading vocabulary and 4.0 in reading comprehension. These growths represent a net gain of 3 months in both reading vocabulary and reading comprehension.

The group IQ was below average according to results from the Short Test of Educational Ability and the California Test of Mental Maturity - SF-2. This information and the fact that students are handicapped in English language usage could explain the relatively small gains made on the prescribed reading tests.

Objective #2, to identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning, was evaluated on the basis of the Clark County Language Diagnostic Test. This instrument was developed through the sponsorship of Title I funds for the expressed purpose of developing a diagnostic tool that would assist teachers in identifying student weaknesses. The original form of the test was administered as a pretest. However, several weaknesses in the instrument were indicated. The test was rewritten during the school year and the revised edition was administered as a posttest. Since raw scores obtained on a pretest-posttest basis are not comparable, it was felt that a comparison of percentage scores would provide the best means of comparing student progress.

Percentage scores were used to represent the number of correct responses for both pretest and posttest results. These scores are felt to be comparable since the changes made in the instrument did not appear to affect the difficulty or the content of the test.

The test consists of five subtests: word reading, visual discrimination, auditory consonant discrimination, oral comprehensive expressions, and discrimination of short and long vowel sounds. It was felt that Objective #2 could best be measured by all of the subtests indicated. Presented on the following chart are pretest-posttest percentage scores for all subtests and the total battery score.

CHART 1

Clark County Diagnostic Language Test
Pretest-Posttest Comparisons of Mean Percentage Scores

	WR	VDis	ACD	OCE	DSLV	Total
			(Grade 1, N=13)			
Pretest	38.6	61.5	62.5	59.2	61.0	54.8
Posttest	69.2	83.0	79.2	72.5	86.5	78.8
			(Grade 2, N=5)			
Pretest	91.3	73.3	78.2	79.0	78.0	81.7
Posttest	98.0	96.0	85.3	73.0	81.0	89.5
			(Grade 3, N=8)			
Pretest	64.7	86.7	60.9	69.5	72.0	69.4
Posttest	91.0	93.0	82.0	82.5	81.5	87.3

Legend:

WR = Word Reading
VDis = Visual Discrimination
ACD = Auditory Consonant Discrimination
OCE = Oral Comprehensive Expressions
DSLV = Discrimination of Short and Long Vowel Sounds
Total = Total

According to the results, success was experienced in diagnosing student weaknesses and correcting the deficiencies. First grade students made considerable gains in all subtests but showed substantial progress in word reading, visual discrimination, and discrimination of short and long vowel sounds. Considerable progress appears to have been made at all grade levels. Based on the information, it would appear that success was achieved in diagnosing student weakness and applying corrective measures. On the basis of the Clark County Language Diagnostic Test, it would seem that considerable progress was made in achieving the objective.

Objective #3, to communicate orally in an effective manner in both Spanish and English by requesting, explaining, and describing common objects or events, was measured in part by the Common Concepts Foreign Language Test and the Oral Comprehensive Expressions subtest, Clark County Language Diagnostic Test.

The Common Concepts Foreign Language Test was developed to evaluate a student's understanding of a foreign language by presenting a verbal stimuli to the student. He then selects the picture that best illustrates the verbal stimuli from a series of four presented pictures.

The test was administered in Spanish to all students in grades one through six to evaluate their ability to understand Spanish. The summary presented in Table V represents the percentile rank standing of students in the program. The norms presented are based on students that have had three semester hours of formal Spanish instruction and may not be representative of the group. However, the norms do provide a general comparison of the student's ability to understand formal Spanish.

The Clark County Language Diagnostic Test, Oral Comprehensive Expression, presents an oral stimuli to the student in Spanish and a second statement in English. The student is to decide if the two expressions are the same or different. The results of this test are presented in Chart 1. First and third grade students made considerable improvement on this subtest. Second grade students also improved; however, the gains were not as apparent.

Results of the Common Concepts Foreign Language Test were presented in Table V. It should be noted that raw scores are not comparable between Forms 1 and 2. The pretest mean represents a percentile rank of 50 while the posttest mean represents a percentile rank of 90, indicative of a substantial improvement in the ability of students to understand formal Spanish.

Evaluation of this objective based solely on standardized tests is not feasible since oral communication must be a subjective evaluation on the part of the instructor. Based on the student's ability to understand the spoken word, it would appear that considerable progress was made in achieving this objective as measured by the Clark County Language Diagnostic Test and the Common Concepts Foreign Language Test.

Objective #5, to distinguish differences between the consonant and vowel sounds which are peculiar to each language, was assessed by the Clark County Language Diagnostic Test, discrimination of short and long vowel sounds subtest, and auditory consonant discrimination subtest. The results are presented for these subtests in Chart 1. Substantial progress can be observed at the first and third grade in both subtests. Second grade results indicate a positive growth but the increase was not as apparent as in grades one and three. This information would seem to support progress in the attainment of Objective #5 as measured by the Clark County Language Diagnostic Test.

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

A. Objectives 1-5

Teachers were given a checklist on which to rate individual student progress as it related to the stated program objectives (copy contained in Appendix A following this activity). They were asked to complete an initial assessment on each student by the end of October wherein they rated students Poor, Fair, or Good for each item. Three subsequent evaluations were completed at intervals during the remainder of the program in which teachers rated students for Little Progress, Some Progress, or Substantial Progress. The first four categories of the checklist were (1) listening skills, (2) speaking skills, (3) writing skills, and (4) reading skills, These categories contained items analogous to the first five program objectives, as shown below:

Objective #1:	To develop ability of Spanish speaking students to speak, read, and write English. (Categories 2,3, and 4 evaluate this objective.)
Objective #2:	To develop ability of Spanish speaking students to identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning. (Categories 1,2, and 4 evaluate this objective.)
Objective #3:	To develop ability of Spanish speaking students to communicate orally in an effective manner in both Spanish and English by requesting, explaining, and describing common objects or events. (Category 2 evaluates this objective.)
Objective #4:	To develop ability in Spanish speaking students to utilize capitalization rules in both languages. (Category 3 evaluates this objective.)
Objective #5:	To develop ability in Spanish speaking students to distinguish the difference between the consonant and vowel sounds which are peculiar to each language. (Categories 1 and 2 evaluate this objective.)

For compilation, the teachers' ratings of Poor, Fair, and Good on the initial assessment were valued 1, 2, and 3, respectively. Since teachers were asked to make each of their three evaluations on the basis of the initial assessment, scores obtained on the evaluations were summed to the initial assessment score. For these purposes, Little Progress was valued null; Some Progress, 1; and Substantial Progress, 2. The Little Progress column was considered null inasmuch as realization that a No Progress indicator had been omitted occurred only after the first evaluation reports had been received in December.

For computational purposes, a random sampling of 30 students was selected. Grade level breakdown resulted in eight first graders, five second graders, nine third graders, three fourth graders, four fifth graders, and one sixth grader. Each of the four mentioned categories (listening, speaking, writing and reading skills) were treated as a unit in running "f" tests, all of which were significant at the 1 percent level of confidence. A "t" was then computed to determine specific intervals where significant progress occurred. The results are shown below:

1. Listening Skills:

Items rated by the teachers under listening skills were: (1) listens to acquire meaning; (2) listens to follow directions; (3) listens to make an evaluation; and (4) listens to enjoy.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	209.00	293.00	357.00	407.00
Set Means	6.97	9.77	11.90	13.57
Sums of Deviations Squared	163.58	449.28	510.70	409.02
Variances	5.45	14.98	17.02	13.63
Standard Deviations	2.33	3.87	4.13	3.69

f = 18.45 Significant at the 1% level of confidence

The "t" ratio showed significance at the 1 percent level of confidence between the initial assessment period and the first evaluation with a "t" of 3.42. Significance at the 5 percent level of confidence was found between the first and second evaluations with a "t" of 2.08.

2. Speaking Skills:

a. Spanish - Items rated by the teachers under Spanish speaking skills were: (1) enunciates words clearly; (2) uses very forms correctly; (3) speaks in phrases; (4) speaks in complete sentences; (5) expresses thoughts in logical sequence; and (6) speaks with confidence.

The data is presented on the following page.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	386.00	516.00	587.00	654.00
Set Means	12.87	17.20	19.57	21.80
Sums of Deviations Squared	523.56	1,102.80	1,187.22	1,090.80
Variances	17.45	36.76	39.57	36.36
Standard Deviations	4.18	6.06	6.29	6.03

f = 13.01 Significant at the 1% level of confidence

A "t" of 3.23 between the initial assessment and the first evaluation was significant at the 1 percent level of confidence.

b. English - Items checked by teachers under English speaking skills were the same as under Spanish speaking skills, listed above.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	307.00	446.00	532.00	625.00
Set Means	10.23	14.87	17.73	20.83
Sums of Deviations Squared	277.28	541.56	729.78	480.20
Variances	9.24	18.05	24.33	16.01
Standard Deviations	3.04	4.25	4.93	4.00

f = 34.8 Significant at 1% level of confidence

A "t" of 4.83 was significant at the 1 percent level of confidence between the initial assessment and the first evaluation. At the 5 percent level of confidence a "t" of 2.4 between the first and second evaluations and a "t" of 2.67 between the second and third evaluations were both significant.

3. Writing Skills:

Teachers rated students in the following areas of writing skills: (1) uses correct letter forms in handwriting; (2) uses correct capitalization rules; (3) expresses ideas through informational writing; (4) uses descriptive adjectives; and (5) participates in creative writing.

Table

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	220.00	291.00	343.00	418.00
Set Means	7.33	9.70	11.43	13.93
Sums of Deviations Squared	106.70	270.30	313.22	491.72
Variances	3.56	9.01	10.44	16.39
Standard Deviations	1.89	3.00	3.23	4.05

f = 22.85 Significant at the 1% level of confidence

A "t" of 3.65 was significant at the 1 percent level of confidence between the initial assessment and the first evaluation. A "t" of 2.13 between the first and second evaluations and a "t" of 2.63 between the second and third evaluations were both significant at the 5 percent level of confidence

4. Reading Skills:

Students were rated in the following areas of reading skills: (1) reading comprehension; (2) reading vocabulary; and (3) reads to enjoy.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	132.00	187.00	249.00	288.00
Set Means	4.40	6.23	8.30	9.60
Sums of Deviations Squared	67.20	121.28	168.30	142.19
Variances	2.24	4.04	5.61	4.74
Standard Deviations	1.50	2.01	2.37	2.18

f = 36.58 Significant at the 1% level of confidence

Significance at the 1 percent level of confidence was found between the initial and the first evaluation with a "t" of 3.98 and also between the first and second evaluations with a "t" of 3.63. A "t" of 2.24 between the second and third evaluations was significant at the 5 percent level of confidence.

In all categories, the greatest improvement occurred during the first few months of the program (initial assessment to first evaluation). However, continued progress at significant statistical levels can be seen for the duration of the project in English speaking, writing and reading skills. Although a no progress and/or regression indicator may have influenced this trend, in lieu of the steady progress that can be seen as reflected by teacher opinion, it is unlikely that this would have made any major difference in the results.

B. Objective #6: To develop ability of parents of the students in the program to speak and understand basic English.

Thirteen parents participated in a parent education program from October to May. Classes met twice a week for one-half hour sessions. Each of the three teachers conducted classes for parents of their students. Curriculum included oral English drill with emphasis on pronunciation, reading, spelling, writing, and vocabulary development. The instructional units, and especially vocabulary development, were geared toward helping the parents to improve English communication skills in functional areas, such as visiting a doctor's office. One teacher spent a month assisting three parents to study for and understand elements of the driver's license test. Then he also transported them to the Motor Vehicle Department for the test. The teachers' expressed opinion was that the participants made satisfactory gains and enjoyed the program. It was also noted that all but four of the participants were regular in their attendance.

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Social and Emotional Adjustment

Although this was not a stated program objective, concern for student adjustment seemed to warrant the inclusion of this category on the Teacher Assessment of Pupil Progress guide. Methods of compilation of the data were identical to the procedures discussed under "A" of the preceding section. Teachers rated students for: (1) attitude toward school; (2) cooperation; (3) work habits; (4) punctuality; (5) attendance; (6) attitude toward others; and (7) attitude toward self. The results follow.

	Initial Assessment	1st Eval.	2nd Eval.	3rd Eval.
Set Sums	442.00	600.00	711.00	812.00
Set Means	14.73	20.00	23.70	27.06
Sums of Deviations Squared	366.28	1,167.00	1,004.30	677.52
Variances	12.21	38.90	33.48	22.58
Standard Deviations	3.49	6.24	5.79	4.75

f = 30.22 Significant at the 1% level of confidence

A "t" of 4.02 between the initial assessment and the first evaluation was significant at the 1 percent level of confidence. Significance at the 5 percent level of confidence was found between the first and second evaluations with a "t" of 2.37 and between the second and third evaluations with a "t" of 2.45.

B. Parent Education

In addition to the English class previously discussed, one of the teachers and one of the family aides conducted a six-week's course for parents on "How to Cook Economically." Classes met weekly at different homes of the five parent participants. The County Extension Service assisted the program by providing recipes and by providing applicable information such as which foods are economical, how to care for food, how to buy food, how to plan a well balanced meal. Pictures of the class are included in Appendix B.

C. Parental Involvement

Presented below is a tally of direct involvement between teachers and the parents. These figures were drawn from the teachers' monthly reports. Success in parental involvement was accredited to the efforts of the family aides.

Type of Contact	Number of Parents
Classroom visits	31
Parent-teacher conferences	34
Field trips	76
Special programs	34
Volunteers	10
Other	43

The "other" column included home visits made by teachers and the parents who attended the English and cooking classes.

Bilingual parents were also active in the local Title I Advisory Council. At each meeting, approximately one-third to one-half of those in attendance were representing the Bilingual program, and many who came could not speak English. The Council increased membership this year to 107 and had a very successful year. The Bilingual parents who could speak English enthusiastically served on committees which were formed. In addition, the elected president of the Council represented the Bilingual program.

D. Enrichment Activities

Field trips to provide enrichment activities and cultural experiences supplemented the program. Concepts relevant to planned excursions were incorporated into the classroom activities before and after each trip. Four to five field trips per class were taken during the school year. Places visited included Mt. Charleston, a bank, the airport, Lake Mead which included a boat ride, the fish hatchery, and the wax museum.

Other activities included making kites and flying them, baking cookies, taking walks and then writing about impressions, and planned programs such as the Christmas Festival.

Pictures of some of the activities are appended to this activity. (Appendix B)

E. Opinionnaires

Copies of opinionnaires with a tabulated summary of responses can be found in Appendix C. Opinionnaires were collected from the following groups.

1. Title I Teacher Opinionnaire:

   Only two of the three teachers returned the opinionnaire. Except for items 16 and 17 on inservice training and item 24 on the appropriateness of the testing instruments, the responses were generally positive.

2. Family Aide Opinionnaire:

   Both of the family aides completed the opinionnaire. However, one did not comment on the first two items. Again, responses were generally positive.

3. Parent Reaction Form:

   Only about half the parents returned this report for a return of 31. Those responding were evidently well satisfied with the program.

APPENDIX A

TEACHER ASSESSMENT OF PUPIL PROGRESS REPORT

BI-LINGUAL LANGUAGE DEVELOPMENT PROGRAM FOR SPANISH SPEAKING STUDENTS

TEACHER'S PUPIL ASSESSMENT OF PROGRESS

Student's Name______________________ Birthdate______________ Grade______

School______________________ Teacher______________________

Instructions:

1. This report is prepared on NCR paper. No carbon paper is necessary. The white copy is for your records. The remaining sheets--yellow, pink, blue, and green--are each to be submitted to the Title I office at the separate report periods indicated below.
2. Make initial assessment of each child and submit to this office by October 31, 1969.
3. Three evaluations in addition to the initial assessment will be due in this office on the following dates:

Friday, December 12, 1969 (submit blue copy)

Friday, February 27, 1970 (submit pink copy)

Friday, May 8, 1970 (submit green copy)

NOTE: Each time you evaluate student progress, rate observations on the basis of the initial assessment.

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
1. Listening Skills						
Listens to acquire meaning	___	___	___	_____	_____	_____
Listens to follow directions	___	___	___	_____	_____	_____
Listens to make an evaluation	___	___	___	_____	_____	_____
Listens to enjoy	___	___	___	_____	_____	_____

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
2. Speaking Skills - Spanish						
Enunciates words clearly						
Uses verb forms correctly						
Speaks in phrases						
Speaks in complete sentences						
Expresses thoughts in logical sequence						
Speaks with confidence						
Speaking Skills - English						
Enunciates words clearly						
Uses verb forms correctly						
Speaks in phrases						
Speaks in complete sentences						
Expresses thoughts in logical sequence						
Speaks with confidence						
3. Writing Skills						
Uses correct letter forms in handwriting						
Uses correct capitalization rules						
Expresses ideas through informational writing						
Uses descriptive adjectives						
Participates in creative writing						

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
4. Reading Skills						
Reading comprehension	___	___	___	______	______	______
Reading vocabulary	___	___	___	______	______	______
Reads to enjoy	___	___	___	______	______	______
5. Social and Emotional Adjustment						
Attitude toward school	___	___	___	______	______	______
Cooperation	___	___	___	______	______	______
Work habits	___	___	___	______	______	______
Punctuality	___	___	___	______	______	______
Attendance	___	___	___	______	______	______
Attitude toward others	___	___	___	______	______	______
Attitude toward self	___	___	___	______	______	______

COMMENTS (if applicable):

1. Initial Assessment ____

2. First Evaluation ____

3. Second Evaluation ____

4. Third, and final, Evaluation ____

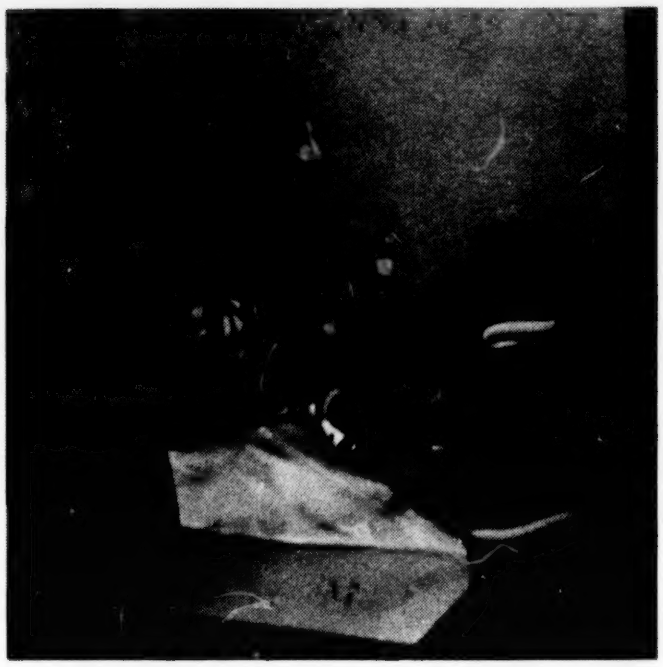
10/17/69

APPENDIX B

PICTURES OF PROGRAM

BI-LINGUAL CLASSES TAKE FIELD TRIP TO LAKE MEAD WHICH

INCLUDED A BOAT RIDE



BI-LINGUAL CLASSES LEARN TO BAKE AND MAKE KITES AS PART OF THEIR PROGRAM

THE TITLE I BI-LINGUAL CHILDREN'S CHRISTMAS CELEBRATION INCLUDED

A FIESTA!

PARENTS, TEACHERS, AND CHILDREN ALL JOINED IN THE

CHRISTMAS FESTIVITIES

COOKING CLASSES ARE ALSO PART OF THE TOTAL PROGRAM

APPENDIX C

1. TITLE I TEACHER OPINIONNAIRES
2. FAMILY AIDE OPINIONNAIRES
3. PARENT REACTION FORMS

(Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Regular Bilingual

Grade Levels Represented 1 thru 6

Number of Children in Each Grade Level ______

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

	1	2	3	4	5	
None				2		Very Much

2. Developed and improved word perception skills.

	1	2	3	4	5	
None			1	1		Very Much

3. Developed and improved organizational skills.

	1	2	3	4	5	
None			1	1		Very Much

4. Developed and improved vocabulary.

	1	2	3	4	5	
None					2	Very Much

5. Developed and improved reading interest.

	1	2	3	4	5	
None			1		1	Very Much

6. Improved in the care of handling of books.

	1	2	3	4	5	
None				1	1	Very Much

Title I Teacher Opinionnaire
Page 2

7. To what extent did pupils demonstrate a positive attitude toward school?

	1	2	3	4	5	
Decrease				1	1	Increase

8. To what extent did pupils demonstrate a change in self-concept?

	1	2	3	4	5	
Decrease					2	Increase

9. To what extent did pupils demonstrate a positive social change?

	1	2	3	4	5	
Decrease				1	1	Increase

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

	1	2	3	4	5		
Minimum			1		1	Maximum	______N/A

11. In your opinion, was the role of the family-aide well defined?

	1	2	3	4	5		
Inadequate				1	1	Adequate	______N/A

12. To what extent did the family-aide contribute to the effectiveness of the program?

	1	2	3	4	5		
Negligible					2	Significantly	______N/A

13. In your opinion, did you have sufficient contact with the parents?

	1	2	3	4	5		
Inadequate				1	1	Adequate	______N/A

14. In your opinion, is the family-aide an essential component of the program?

	1	2	3	4	5		
Unnecessary					2	Necessary	______N/A

15. Was the room where you conducted your classes adequate?

	1	2	3	4	5	
Inadequate		1			1	Adequate

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible		1		1		Significantly	N/A
	1	2	3	4	5		

17. In your opinion, were the inservice sessions well planned?

Poor		1		1		Good
	1	2	3	4	5	

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible		1		1		Significantly	N/A
	1	2	3	4	5		

19. In your opinion, were the orientation sessions well planned?

Poor				2		Good	N/A
	1	2	3	4	5		

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate			1	1		Adequate	N/A
	1	2	3	4	5		

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes 2 No ______ ______ N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3 1 4-6 1 7-10 ______ Other ______

23. Were the instruments used for student selection appropriate?

Inappropriate			1	1		Appropriate	N/A
	1	2	3	4	5		

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate		2				Appropriate
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 4

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

		1	2	3	4	5		N/A
Mt. Charleston	Minimum					2	Maximum	
Fish Hatchery				1				
Moapa Valley	Minimum			1			Maximum	
Dairy				1				
Willow Beach	Minimum			1	1		Maximum	
Go Carts						1		
Wax Museum	Minimum			2			Maximum	
Bank			1					
Boat Ride	Minimum	1				1	Maximum	
Safeway					1			
Airport	Minimum			1	1		Maximum	
Henderson Movies				1				

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

	1	2	3	4	5		N/A
Inadequate	1				1	Adequate	

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.
More bilingual teachers.
Teach English as second language.

28. Please list any materials that you found effective that could be adopted for use by the entire program.

Miami Linguistic readers - 1
English 900 Series
Ingles si' maestro.
More picture cards.

29. Which activities or projects, if any, were most effective?

    Individual reading
    Picture cards
    Sentence structure
    Christmas Fiesta

30. Which activities or projecrs, if any, were least effective?

    Inservice with SELD
    Confidential student information (needed only for problem children)

31. What recommendations, if any, do you have to improve the program?

    More opportunities to go to Mex-Amer.Conferences and conventions.

Date____________________________ (Revised 4-70)

FAMILY-AIDE OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program in which you served as a family aide. Your opinion will be used to evaluate the present programs and will also serve as a means for improving next year's program.

1. Please evaluate the effectiveness of the orientation week for your specific job.

Ineffective			1			Effective
	1	2	3	4	5	

2. Was the work required from you reasonable for the time allowed?

Unreasonable				1		Reasonable
	1	2	3	4	5	

3. Was the work expected from you reasonable considering your background?

Unreasonable			1	1		Reasonable
	1	2	3	4	5	

4. Please rate the objectives that were developed for family aides.

Inadequate			2			Adequate
	1	2	3	4	5	

5. Were those objectives achieved?

Minimum			2			Maximum
	1	2	3	4	5	

6. Was sufficient planning time allotted between you and the teacher?

Insufficient					2	Sufficient
	1	2	3	4	5	

7. To what extent was time provided for you to confer with teachers?

Minimum				1	1	Maximum
	1	2	3	4	5	

8. What was the general attitude of parents toward the program?

Negative					2	Positive
	1	2	3	4	5	

9. What were the feelings of parents in regard to field trips?

	1	2	3	4	5	
Negative					2	Positive

10. Do you feel that you had adequate time to spend with parents?

	1	2	3	4	5	
Inadequate			1	1		Adequate

11. Do you feel that you were able to answer parents questions satisfactorily?

	1	2	3	4	5	
No			1	1		Yes

12. Please rate your workload.

	1	2	3	4	5	
Light			1		1	Heavy

13. What, if any, are the strong points of the program?
Parent involvement - 2
Field Trips - 1
Parent/Teacher Conferences - 1

14. What, if any, are the week points of the program?
Lack of communication between aides and administrators.

15. What recommendations do you have, if any, that would improve the program?
Improving curriculum in aide training.
Teachers to use aides more effectively.
Communication letters to parents should be in Spanish.
Lunches provided to children on field trips.

16. General Comments:
Good - 2

Revised 4/70
Bilingual

PARENT REACTION FORM

This past year your child has been enrolled in a special program to improve his ability to speak and understand more English. We would appreciate your response to the following questions.

1. Does your child enjoy school more this year than he has in the past?

   Yes 29 No 1 Don't Know 1

2. Do you feel the program helped your child speak and understand more English?

   Yes 30 No _____ Don't Know 1

3. Were you informed about the Title I Local Advisory Council meetings?

   Yes 30 No 1

4. Did you serve on any of the council committees? Yes 10 No 21

5. Did you attend any of the special sessions that were designed to help parents speak and understand English? Yes 12 No 21

6. Were you informed that special sessions were available to help parents?

   Yes 30 No 1

7. Which of the following school activities did you attend?

   _____ Field Trips 20 Classroom Visits 22

   11 Special School Programs 9 None

8. Were you informed about special school activities? Yes 31 No _____

9. Would you like to have your child attend a similar program next year?

   Yes 31 No _____

10. Please add any comments that you may have about the program.

    Spelling - 1
    Reading - 2
    Good Program - 7
    Writing & Speaking English has improved - 5

    (Use the back of this sheet)

SUMMER EXTENSION OF
BILINGUAL LANGUAGE DEVELOPMENT PROGRAM
FOR SPANISH SPEAKING STUDENTS

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Summer Bilingual Program

1st Objective To speak, read, and write English

2nd Objective Identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning.

Table IV	1st Objective			2nd Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	3	1	6	0	5	5
4-6	10	1	2	9	2	2
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Summer Bilingual Program

3rd Objective To communicate orally in an effective manner in both Spanish and English

4th Objective Distinguish differences between consonant and vowel sounds

Table IV

Grade Level	3rd Objective			4th Objective		
	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	15	0	9	0	5	5
4-6	5	1	7			
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Inter-American Reading Test Vocabulary	Same
Form of Test		R-3-CE	R-3-CE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		13	13
RAW SCORE**	Mean	6.15	12.92
	Standard Deviation	2.51	4.84
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	13	13
	75th " "	13	11
	50th " "	13	9
	25th " "	9	3
	15th " "	6	3
	10th " "	5	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Inter-American Reading Test Level of Comprehension	Same
Form of Test		R-3-CE	R-3-CE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		13	13
RAW SCORE**	Mean	4.85	10.62
	Standard Deviation	2.34	3.05
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	13	13
	75th " "	13	13
	50th " "	13	13
	25th " "	13	11
	15th " "	10	4
	10th " "	5	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Inter-American Reading Test Speed of Comprehension	Same
Form of Test		R-3-CE	R-3-CE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		13	13
RAW SCORE**	Mean	6.08	7.0
	Standard Deviation	2.17	2.99
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	13	13
	75th " "	13	13
	50th " "	8	8
	25th " "	6	6
	15th " "	3	3
	10th " "	2	3

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Inter-American Reading Test Total	Same
Form of Test		R-3-CE	R-3-CE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		13	13
RAW SCORE**	Mean	17.08	30.54
	Standard Deviation	5.03	5.98
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	13	13
	75th " "	13	13
	50th " "	13	12
	25th " "	13	6
	15th " "	10	3
	10th " "	8	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Common Concepts Foreign Language	Same
Form of Test		1	2
Date test administered		June, 1970	July, 1970
Grade or Grade Level		1-6	1-6
Number of Students Tested		37	37
RAW SCORE**	Mean	71.95	74.41
	Standard Deviation	6.53	3.80
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	14	4
	75th " "	3	0
	50th " "	0	0
	25th " "	0	0
	15th " "	0	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

Evaluation of the Summer Bilingual Program consisted of a pretest-posttest assessment. Three instruments were utilized to evaluate student progress.

Table V presents a summary of the percentile ranges for both pretest and posttest results on the Common Concepts Foreign Language Test and the Inter-American Reading Test. No percentiles are available for the Clark County Diagnostic Test for Spanish-Speaking students.

The first objective, to speak, read, and write Engish, was evaluated by all three instruments used for evaluation.

The Clark County Language Diagnostic Test was developed through the sponsorship of Title I funds. The instrument was constructed to provide the classroom teacher with specific diagnostic information. The test is composed of the following subtests: visual discrimination auditory discrimination, oral comprehensive expressions, and short and long vowel sounds.

Chart 1 presents pretest-posttest information for grades one, two, and three. The results presented are only for students that were administered both the pretest and the posttest. Results were available for only ten students in these three grades. On the other hand, pretest-posttest results were available for 24 first, second, and third grade students on the Common Concepts Foreign Language Test.

CHART 1
Pretest-Posttest Comparison
Clark County Language Diagnostic Test
(Grades 1, 2, and 3, N=10)

	WR	VDis	ACD	OCE	DSLV	T
Pretest	24.00	16.30	24.70	13.50	15.20	93.70
Posttest	24.30	17.50	25.60	13.60	17.20	98.20
Gain	.30	1.20	.90	.10	2.00	4.50

Legend:

WR = Word Reading
VDis = Visual Discrimination
ACD = Auditory Consonant Discrimination
OCE = Oral Comprehensive Expressions
DSLV = Discrimination of Short and Long Vowel Sounds
T = Total

The gains made in each subtest and the total score on the Clark County Language Diagnostic Test were not sufficient to be statistically significant. The results indicated that some progress was made in visual discrimination and discrimination of short and long vowel sounds.

The Common Concepts Foreign Language Test was administered to all students in the program. The test provides the student with a verbal response. The student then selects one picture from four frames that best describes the verbal stimulus. Since the majority of students speak Spanish as their native language, the Common Concepts test was administered in English to assess the students' ability to comprehend spoken English.

The preceding Table V provides a summary of student achievement. The mean raw scores provided are not directly comparable between form 1 and form 2; consequently, attention should be given to the percentile ranking rather than gain in raw score. The norms used may not reflect the actual status of the group since the presented norms are based on administration in Spanish. However, the percentile ranks do give a relative comparison between pretest and posttest results. Based on the information in Table V, it would appear that progress was attained in assisting student understanding of spoken English.

All fourth, fifth, and sixth grade students were pretested and posttested with the Inter-American Reading Test, Level 3. In all, pretest and posttest results were available for thirteen students. The following chart presents pretest-posttest information.

CHART 2
Pretest-Posttest Comparisons
Inter-American Reading Test
(Grades 4, 5, and 6, N=10)

	Vocabulary	Speed of Comprehension	Level of Comprehension	Total
Pretest	6.15	6.08	4.85	16.92
Posttest	12.92	7.00	10.62	30.54
Gain	6.77*	.92	5.77*	13.62*

*Significant at .05 level

Speed of comprehension was the only subtest on which significant progress was not made. According to test results, significant progress was achieved in vocabulary improvement and comprehension.

It would seem that some progress was attained in achieving the objective to speak, read, and write English. On the Inter-American Reading Test, significant achievements were made in English vocabulary and comprehension; substantial progress was made in understanding spoken English as measured by the Common Concepts Foreign Language Test. First, second, and third grade results on the Language Diagnostic Test was the only area in which substantial improvement was not made.

Since all of the test data was presented for Objective #1, to speak, read and write English, a statement of the remaining objectives is provided with a brief discussion of the related subtest scores.

Objective #2, to identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning, achieved approximately the same degree of success as Objective #1. Many or all of the same subtest scores were used to evaluate this objective.

Objective #3, to communicate orally in an effective manner in both Spanish and English by requesting, explaining, and describing common objects or events, was assessed on the basis of the Common Concepts Foreign Language Test and the Oral Comprehensive Expressions subtest and the Clark County Language Diagnostic Test. On the Common Concepts instrument, some progress in understanding spoken English was indicated. Other results of little or no progress were indicated. This objective can only be measured in part by a paper and pencil test. The subjective evaluation by the instructor will be helpful in judging the success of this objective.

The last objective, to distinguish the difference between consonant and vowel sounds which are peculiar to each language, was assessed by the Clark County Language Diagnostic Test. The results of the test were not significant; however, some growth was seen in the results of discrimination of short and long vowel sounds.

PART II
EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

The summer Bilingual program was an extension of the regular school year program. The objective in the regular program which provided a parent education program was dropped from the summer extension objectives. The first five objectives, however, were left intact.

Objectives 1-5

Teacher opinion of student progress was recorded on the Teachers' Assessment of Pupil Progress guide, which was revised for this program by adding a No Progress indicator to the evaluation section (Copy attached in Appendix A). Items listed under each skill area remainded the same. The categories of listening skills, speaking skills, writing skills,and reading skills contained items analogous to the five program objectives. Shown below are the objectives and the corresponding assessment guide categories which evaluate the objectives:

Objective #1:	To develop ability of Spanish Speaking students to speak, read, and write English. (Categories 2, 3, and 4 evaluate this objective).
Objective #2:	To develop ability of Spanish speaking students to identify, analyze, and utilize non-standard speech patterns in terms of sounds, vocabulary, syntax, and meaning. (Categories 1, 2, and 4 evaluate this objective.)
Objective #3:	To develop ability of Spanish speaking students to communicate orally in an effective manner in both Spanish and English by requesting, explaining and describing common objects or events. (Category 2 evaluates this objective.)
Objective #4:	To develop ability in Spanish speaking students to utilize capitalization rules in both languages. (Category 3 evaluates this objective.)
Objective #5:	To develop ability in Spanish speaking students to distinguish the difference between the consonant and vowel sounds which are peculiar to each language. (Categories 1 and 2 evaluate this objective.)

Since the extension was a six-weeks' program, teachers were asked to rate students on a pre-post basis Compilation of the data involved translating Poor, Fair, and Good on the initial assessment 1, 2, and 3, respectively and translating No Progress to 0, Little Progress to 1, Some Progress to 2, and Substantial Progress to 3 on the evaluation section. Each category was treated as a unit in performing computations. Thirty students were selected in a random sampling in order to perform a "t" ratio to determine significant changes. The sampling was comprised of 8 first graders, 6 second graders, 5 third graders, 3 fourth graders, 3 fifth graders, and 5 sixth graders.

Presented below is the pre-post comparison of teacher opinion of student progress for the four assessment guide categories.

1. Listening Skills:

Teachers rated students with the following items: (1) listens to acquire meaning, (2) listens to follow directions, (3) listens to make an evaluation, and (4) listens to enjoy.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	9.13	18.03
Standard Deviations	2.11	3.87
Standard Error of the Mean	.39	.71

Posttest Mean - Pretest Mean	8.90
Standard Error of the Mean	.81

t = 10.99 Significant at 1% level of confidence

2. Speaking Skills:

a. Spanish - Spanish speaking skills were rated with the following items: (1) enunciates words clearly, (2) uses verb forms correctly, (3) speaks in phrases, (4) speaks in complete sentences, and (5) expresses thoughts in logical sequence.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	12.90	22.57
Standard Deviations	3.09	5.01
Standard Error of the Mean	.56	.91

Posttest Mean - Presttest Mean	9.67
Standard Error of the Mean	1.07

t = 9.04 Significant at 1% level of confidence

b. English - Teachers rated students for English speaking skills with the identical items as outlined above for Spanish speaking skills.

	(Pre) Initial Assessment	(Post) Evaluation
Set Mean	11.33	24.73
Standard Deviations	3.37	5.20
Standard Error of the Mean	.61	.95

Posttest Mean - Pretest Mean	13.40
Standard Error of the Mean	1.13

t = 11.86 Significant at 1% level of confidence

3. Writing Skills:

Items checked by teachers for writing skills were (1) uses correct letter forms in handwriting, (2) uses correct capitalization rules, (3) expresses ideas through informational writing, (4) uses descriptive adjectives, and (5) participates in creative writing.

	(Pre) Initital Assessment	(Post) Evaluation
Set Means	8.77	18.11
Standard Deviation	1.99	4.46
Standard Error of the Mean	.36	.81

Posttest Mean - Pretest Mean	9.34
Standard Error of the Mean	.89

t = 10.49 Significant at the 1% level of confidence

4. Reading Skills:

Items checked by teachers for reading skills were (1) reading comprehension, (2) reading vocabulary, and (3) reads to enjoy.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	5.31	11.65
Standard Deviations	1.38	2.21
Standard Error of the Mean	.25	.40

Posttest Mean - Pretest Mean	6.34
Standard Error of the Mean	.47

t = 13.49 Significant at 1% level of confidence

The foregoing illustrates teacher satisfaction with student progress during the summer. Statistically, significant progress is noted with more frequency by teacher ratings than by actual test results. One aspect of teacher evaluation which the standardized tests do not reflect is a personal account of the specific child--his emotional stability, home situation, acceptance of the classroom situation, etc. It is highly probable that the teachers' assessments take points such as these into consideration. Therefore, what the teacher considers substantial improvement for a specific student may not always correlate to the necessary improvement required to show significant improvement in the testing program.

---

3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:
(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Field Trips

As was the case during the regular program, field trips furnished enrichment activities and cultural experiences to assist in language development. A trip was taken each week by all classes. Teachers incorporated vocabulary apposite to each excursion into their classroom activities. Field trips included visits to Lake Mead and Boulder Dam, the Federal Building, Mt. Charleston, the Reptile Gardens, Corn Creek Wildlife Range, the Desert Institute and Museum on the university campus, and the Angel's Peak Radar Station. During the summer, weekly trips not only provided needed relief from the classroom situation, but also served as a stimulant to the learning process, as evidenced by student response.

B. Nutrition

A nutritional segment provided added benefits to summer participants. A sack lunch for each child and his classroom instructor enabled the teacher to offer instruction in table manners and in important concepts of a well-balanced diet. The nutritional break also afforded students the opportunity to relax and enjoy their food while visiting with classmates.

C. Parental Participation

Parents, again, expressed interest in the program. Through efforts of the family aides, several were able to find time or to free themselves to join in some of the activities. Seven parents made classroom visitations, 3 attended conferences with the teachers, and 32 participated on field trips, and 8 helped in the program as volunteers.

D. Head Teacher's Recommendations

1. In the future, consideration should be given to administering tests to first grade students on an individualized basis since these students lack skills in both English and Spanish.

2. Certificates should be given to children upon completion of the program.

3. The program would benefit by the integration of black and white students into each grade level. It was suggested that some parents of target area children would welcome the opportunity for their children to attend a bilingual class, thus enabling the students to learn Spanish.

4. More efforts in language development for parents should be made, and this goal should not be excluded from the summer program.

5. Teachers should be more thorough in the student screening process.

E. Coordinator's Appraisal

It was noted that each child's educational needs are unique, requiring differentiated levels of instruction and assignments. Evidence of this being accomplished was observed. Student response to field trips, which stimulated vocabulary building, was also observed. Teachers seemed to carefully prepare activities which were varied enough to meet individual needs and to prevent boredom. The teachers might take greater advantage of outside resource people, however, in offering the different activities.

F. Opinionnaires

Copies of the teacher, the family aide, and the parent opinionnaires with summarization of responses are appended to the activity report (see Appendix B).

1. Title I Teacher Opinionnaire:

All three teachers completed the opinionnaire. Negative opinions occured in items 23 and 24 by one teacher who was not satisfied with the standardized testing portion of the program and in item 26 wherein one respondent did not feel that adequate information was given about field trips for planning classroom activities.

Response to item 16 on the extent the inservicing contributed to staff effectiveness shows divided opinions with negative, neutral, and positive responses. Other items generally reflect positive opinions about the program.

2. Family Aide Opinionnaire:

One of the two family aides returned the opinionnaire. The only criticism of the program was lack of time, as reflected in items 2 and 14.

3. Parent Reaction Form:

Thirty-five, or more than half, of the parents replied to this request for information. Their answers indicated good attitudes about the program. However, it appears that at least some parents were thinking of the regular school year bilingual program when responding to the statements. Particular cases in point are items 5 and 7. The summer extension dropped the parent education, yet 10 answered in the affirmative about participation. Similarly, 19 parents indicated attendance at special school programs. Since no special program for the parents was held during the summer activity, it must be concluded that parents were again thinking of the regular program and/or were making reference to a local Title I Advisory Council meeting held in June. At this meeting, several bilingual parents attended. It was held as a result of action taken in the April meeting whereby the parents voted to continue Advisory Council meetings during the summer months.

APPENDIX A

TEACHER ASSESSMENT OF PUPIL PROGRESS REPORT

1970 SUMMER BI-LINGUAL DEVELOPMENT PROGRAM FOR SPANISH SPEAKING STUDENTS

TEACHER'S PUPIL ASSESSMENT OF PROGRESS

Student's Name ________________________ Birthdate ____________ Grade ________

School ________________________ Teacher ________________________

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
1. Listening Skills							
Listens to acquire meaning	___	___	___	___	___	___	___
Listens to follow directions	___	___	___	___	___	___	___
Listens to make an evaluation	___	___	___	___	___	___	___
Listens to enjoy	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
2. Speaking Skills - Spanish							
Enunciates words clearly	___	___	___	___	___	___	___
Uses verb forms correctly	___	___	___	___	___	___	___
Speaks in phrases	___	___	___	___	___	___	___
Speaks in complete sentences	___	___	___	___	___	___	___
Expresses thoughts in logical sequence	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
Speaking Skills - English							
Enunciates words clearly	___	___	___	___	___	___	___
Uses verb forms correctly	___	___	___	___	___	___	___
Speaks in phrases	___	___	___	___	___	___	___
Speaks in complete sentences	___	___	___	___	___	___	___
Expresses thoughts in logical sequence	___	___	___	___	___	___	___
Speaks with confidence	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
Writing Skills							
Uses correct letter forms in handwriting	___	___	___	___	___	___	___
Uses correct capitalization rules	___	___	___	___	___	___	___
Expresses ideas through informational writing	___	___	___	___	___	___	___
Uses descriptive adjectives	___	___	___	___	___	___	___
Participates in creative writing	___	___	___	___	___	___	___

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
4. Reading Skills							
Reading comprehension	___	___	___	___	___	___	___
Reading vocabulary	___	___	___	___	___	___	___
Reads to enjoy	___	___	___	___	___	___	___

COMMENTS:

1. **Initial Assessment**______________________________

____

____

2. **Evaluation**______________________________

____

____

APPENDIX B

1. TITLE I TEACHER OPINIONNAIRE
2. FAMILY AIDE OPINIONNAIRE
3. PARENT REACTION FORM

(Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Summer Bilingual

Grade Levels Represented K - 6

Number of Children in Each Grade Level __________

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

None				3		Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None			1	2		Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None			2	1		Very Much
	1	2	3	4	5	

4. Developed and improved vocabulary.

None				1	2	Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None			1	2		Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None				3		Very Much
	1	2	3	4	5	

7. To what extent did pupils demonstrate a positive attitude toward school?

	1	2	3	4	5	
Decrease				1	2	Increase

8. To what exrent did pupils demonstrate a change in self-concept?

	1	2	3	4	5	
Decrease					3	Increase

9. To what extent did pupils demonstrate a positive social change?

	1	2	3	4	5	
Decrease				2	1	Increase

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

	1	2	3	4	5		
Minimum				1	2	Maximum	______N/A

11. In your opinion, was the role of the family-aide well defined?

	1	2	3	4	5		
Inadequate				1	2	Adequate	______N/A

12. To what extent did the family-aide contribute to the effectiveness of the program?

	1	2	3	4	5		
Negligible					3	Significantly	______N/A

13. In your opinion, did you have sufficient contact with the parents?

	1	2	3	4	5		
Inadequate				2	1	Adequate	______N/A

14. In your opinion, is the family-aide an essential component of the program?

	1	2	3	4	5		
Unnecessary					3	Necessary	______N/A

15. Was the room where you conducted your classes adequate?

	1	2	3	4	5	
Inadequate					3	Adequate

Title I Teacher Opinionnaire
Page 3

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible		1	1	1		Significantly	
	1	2	3	4	5		N/A

17. In your opinion, were the inservice sessions well planned?

Poor				3		Good
	1	2	3	4	5	

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible			1	1		Significantly	1
	1	2	3	4	5		N/A

19. In your opinion, were the orientation sessions well planned?

Poor			1	1		Good	1
	1	2	3	4	5		N/A

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate	1	1	1			Adequate	
	1	2	3	4	5		N/A

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes 2 No 1 ___ N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3 2 4-6 1 7-10 ___ Other ___

23. Were the instruments used for student selection appropriate?

Inappropriate		1			2	Appropriate	
	1	2	3	4	5		N/A

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate		1		2		Appropriate
	1	2	3	4	5	

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

______ N/A

______ ______	Minimum					3	Maximum
		1	2	3	4	5	
______	Minimum			1		2	Maximum
		1	2	3	4	5	
______	Minimum				2	1	Maximum
		1	2	3	4	5	
______	Minimum				1	1	Maximum
		1	2	3	4	5	
______	Minimum				11	1	Maximum
		1	2	3	4	5	
______	Minimum				1	2	Maximum
		1	2	3	4	5	

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

Inadequate	1			1	1	Adequate	______ N/A
	1	2	3	4	5		

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.
No - 2

28. Please list any materials that you found effective that could be adopted for use by the entire program.
Individual reading approach - 1

29. Which activities or projects, if any, were most effective?

Creative writing after field trips - 1
Individual reading with follow-up conferences, story telling ,etc. - 1
Picture cards - 1
Field Trips - 1
Parent/pupil activities - 1

30. Which activities or projects, if any, were least effective?

Trip to Moapa Valley - 1
Inservice with SELD Teachers - 1

31. What recommendations, if any, do you have to improve the program?

Delete non-Spanish speaking individuals - 1
More helpful materials for teachers - 1
Extend family aid services - 1
Tie in more community services - 1
Find and/or develop IQ Tests - 1

Date____________________________ (Revised 4-70)

SUMMARY
FAMILY-AIDE OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program in which you served as a family aide. Your opinion will be used to evaluate the present programs and will also serve as a means for improving next year's program.

1. Please evaluate the effectiveness of the orientation week for your specific job.

Ineffective				1		Effective
	1	2	3	4	5	

2. Was the work required from you reasonable for the time allowed?

Unreasonable		1				Reasonable
	1	2	3	4	5	

3. Was the work expected from you reasonable considering your background?

Unreasonable				1		Reasonable
	1	2	3	4	5	

4. Please rate the objectives that were developed for family aides.

Inadequate				1		Adequate
	1	2	3	4	5	

5. Were those objectives achieved?

Minimum				1		Maximum
	1	2	3	4	5	

6. Was sufficient planning time allotted between you and the teacher?

Insufficient					1	Sufficient
	1	2	3	4	5	

7. To what extent was time provided for you to confer with teachers?

Minimum			1			Maximum
	1	2	3	4	5	

8. What was the general attitude of parents toward the program?

Negative					1	Positive
	1	2	3	4	5	

9. What were the feelings of parents in regard to field trips?

	1	2	3	4	5	
Negative					1	Positive

10. Do you feel that you had adequate time to spend with parents?

	1	2	3	4	5	
Inadequate			1			Adequate

11. Do you feel that you were able to answer parents questions satisfactorily?

	1	2	3	4	5	
No				1		Yes

12. Please rate your workload.

	1	2	3	4	5	
Light				1		Heavy

13. What, if any, are the strong points of the program?

Good relationship with parents.
Field trips.
Understanding job well enough to confer with parents.

14. What, if any, are the week points of the program?

Not enough time allowed with each parent during home visits, field trips, or during classroom visits during summer school.

15. What recommendations do you have, if any, that would improve the program?

Spanish-speaking guests at our Advisory Council meeting for parents who do not understand English. This would solve a lot of questions asked during our home visits.

16. General Comments:

Program was very successful.

Revised 4/70
Summer Bilingual

PARENT REACTION FORM

This past year your child has been enrolled in a special program to improve his ability to speak and understand more English. We would appreciate your response to the following questions.

1. Does your child enjoy school more this year than he has in the past?

   Yes 32 No ____ Don't Know 3

2. Do you feel the program helped your child speak and understand more English?

   Yes 34 No ____ Don't Know 1

3. Were you informed about the Title I Local Advisory Council meetings?

   Yes 14 No 21

4. Did you serve on any of the council committees? Yes 4 No 31

5. Did you attend any of the special sessions that were designed to help parents speak and understand English? Yes 10 No 25

6. Were you informed that special sessions were available to help parents?

   Yes 30 No 5

7. Which of the following school activities did you attend?

   18 Field Trips ____ Classroom Visits 15

   19 Special School Programs ____ None

8. Were you informed about special school activities? Yes 34 No 1

9. Would you like to have your child attend a similar program next year?

   Yes 34 No 1

10. Please add any comments that you may have about the program.

    All general comments summarized program as being satisfactory.

(Use the back of this sheet)

MOAPA MIGRANT STUDENT PROGRAM

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Moapa Migrant Student Project
1st Objective To crease a learning environment to meet the needs of each individual student.
2nd Objective To improve English language skills.

Table IV

Grade Level	1st Objective Substantial Progress	 Some Progress	 Little or No Progress*	2nd Objective Substantial Progress	 Some Progress	 Little or No Progress*
Pre-School						
1-3	Results of Objective #1 are reflected in Objectives 2, 3, and 4.			6	2	12
4-6	Results of Objective #1 are reflected in Objectives 2, 3, and 4.			6	1	1
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

** - Totals do not include all students in the program since not all students were administered the Clark County Language Diagnostic Test.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Moapa Migrant Student Project

3rd Objective a) To improve reading skills

b) To improve arithmetic skills

Table IV	a			b		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	9	5	10	15	3	6
4-6	4	2	8	4	2	8
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Moapa Migrant Student Project

4th Objective To instill positive attitudes toward school in the students.

Table IV

	4th Objective					
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	3	0	13			
4-6	4	0	10			
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Wide Range Achievement Test Reading	Same
Form of Test		-	-
Date test administered		***	***
Grade or Grade Level		1-6	1-6
Number of Students Tested		38	38
RAW SCORE**	Mean ****	1.7	2.1
	Standard Deviation	1.35	1.39
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	38	38
	75th " "	38	38
	50th " "	38	38
	25th " "	37	35
	15th " "	35	[illegible]
	10th " "	32	[illegible]

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

**** - Grade Equivalent

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Wide Range Achievement Test Spelling	Same
Form of Test		-	-
Date test administered		***	***
Grade or Grade Level		1-6	1-6
Number of Students Tested		38	38
RAW SCORE**	Mean ****	1.8	2.2
	Standard Deviation	.95	1.25
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	38	38
	75th " "	38	38
	50th " "	37	36
	25th " "	36	34
	15th " "	28	24
	10th " "	27	21

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

**** - Grade Equivalent

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Wide Range Achievement Test Arithmetic	Same
Form of Test		-	-
Date test administered		***	***
Grade or Grade Level		1-6	1-6
Number of Students Tested		38	38
RAW SCORE**	Mean ****	2.4	3.1
	Standard Deviation	1.22	1.08
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	38	38
	75th " "	38	38
	50th " "	38	34
	25th " "	34	25
	15th " "	28	17
	10th " "	21	13

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

**** - Grade Equivalent

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Personal Adjustment	Same
Form of Test		Primary Form AA	Primary Form BB
Date test administered		***	***
Grade or Grade Level		1-3	1-3
Number of Students Tested		16	16
RAW SCORE**	Mean	32.56	27.88
	Standard Deviation	8.26	6.33
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	15
	75th " "	16	15
	50th " "	16	15
	25th " "	11	10
	15th " "	7	7
	10th " "	7	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Social Adjustment	Same
Form of Test		Primary Form AA	Primary, Form BB
Date test administered		***	***
Grade or Grade Level		1-3	1-3
Number of Students Tested		16	16
RAW SCORE**	Mean	38.75	28.94
	Standard Deviation	9.77	5.70
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	16
	50th " "	15	15
	25th " "	12	10
	15th " "	6	8
	10th " "	6	8

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		Primary Form AA	Primary Form BB
Date test administered		***	***
Grade or Grade Level		1-3	1-3
Number of Students Tested		16	16
RAW SCORE**	Mean	71.31	56.81
	Standard Deviation	17.09	11.38
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	15
	50th " "	16	15
	25th " "	11	11
	15th " "	6	7
	10th " "	6	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Personal Adjustment	Same
Form of Test		Elementary Form AA	Elementary Form BB
Date test administered		***	***
Grade or Grade Level		4-6	4-6
Number of Students Tested		14	14
RAW SCORE**	Mean	36.29	37.86
	Standard Deviation	6.38	9.39
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	14	14
	75th " "	14	14
	50th " "	14	14
	25th " "	7	10
	15th " "	2	7
	10th " "	2	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Social Adjustment	Same
Form of Test		Elementary Form AA	Elementary Form BB
Date test administered		***	***
Grade or Grade Level		4-6	4-6
Number of Students Tested		14	14
RAW SCORE**	Mean	49.71	42.36
	Standard Deviation	4.23	16.47
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	14	14
	75th " "	14	14
	50th " "	14	13
	25th " "	5	13
	15th " "	2	10
	10th " "	2	10

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		Elementary Form AA	Elementary Form BB
Date test administered		***	***
Grade or Grade Level		4-6	4-6
Number of Students Tested		14	14
RAW SCORE**	Mean	92.43	80.21
	Standard Deviation	8.34	15.17
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	14	14
	75th " "	14	14
	50th " "	14	14
	25th " "	7	11
	15th " "	1	6
	10th " "	1	6

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Testing dates varied based on students entering and leaving program.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The Moapa Migrant Student Project was evaluated on the basis of a pretest-posttest design. Not all students were pretested and posttested on the same date; consequently, it is not possible to indicate the dates for test administration when discussing the group as a whole.

Student membership in the program varied from one month to nine months depending on the length of time spent in the community by the child's parents. The average period of time spent in the program was four and one-half months. When gain scores are observed, the basis for student progress should be plotted against four and one-half months rather than one year.

The following objectives, as stated in the program, are presented with the indicated instrument used for evaluation of student progress.

Objective #1 - To create a learning environment to meet the needs of each individual student.

Instrument - Wide Range Achievement Test, Clark County Language Diagnostic Test.

Objective #2 - To improve English language skills.

Instrument - Clark County Language Diagnostic Test.

Objective #3 - To improve basic skills in reading and arithmetic.

Instrument - Wide Range Achievement Test.

Objective #4 - To instill positive attitudes toward school in both students and parents.

Instrument - California Test of Personality.

Objective #1, to create a learning environment to meet the needs of each individual student, can be assessed objectively only to the extent that gain scores are presented for tests administered.

Objective #2, to improve English language skills, was assessed with specific subtests from the Clark County Language Diagnostic Test. The Clark County Diagnostic Test was developed through the sponsorship of Title I funds. The test was developed to identify specific weaknesses inherent to the Spanish-speaking student. The test consists of five subtests: word reading, visual discrimination, auditory consonant discrimination, oral comprehensive expressions, and discrimination of short and long vowel sounds.

The test was initially used during the fall and winter of 1969. However, several weaknesses were identified in the instrument and a rewrite was felt to be essential. The posttest instrument reflected the test revisions but because of this change raw scores are not directly comparable. All scores are therefore presented as percentage scores. It was felt that the percent of correct responses would provide the best information since rewrite changes did not seem to affect the academic content of the instrument.

Although several of the subtests evaluate student ability to function in both Spanish and English, the results of the subtests presented in Chart 1 are primary measures of English language arts skills.

CHART 1

Clark County Language Diagnostic Test
Pretest-Posttest Comparisons - Percentage Scores
(Grades 1, 2, and 3 N = 19)

	Word Reading	Auditory Consonant Discrimination	Discrimination of Short and Long Vowel Sounds
Pretest	66.5	62.6	65.7
Posttest	73.5	67.5	73.0

CHART 2

Clark County Language Diagnostic Test
Pretest-Posttest Comparisons - Percentage Scores
(Grades 4-6, N =8)

	Word Reading	Auditory Consonant Discrimination	Discrimination of Short and Long Vowel Sounds
Pretest	88.7	85.2	77.3
Posttest	96.2	90.4	89.6

It should be mentioned that the Clark County Language Diagnostic Test was developed for use in grades one, two and three. However, some of the students in grades four, five, and six were felt to have deficiencies that would warrant administration of this instrument. Information presented in Chart 2 is based on eight students that were felt to meet these qualifications.

A positive trend in all subtests can be seen in the presented information. It would appear that students tested in grades one through six made some progress in achieving Objective #2 considering the average length of time spent in the program was only four and one-half months.

Objective #3, to improve basic skills in reading and arithmetic, was assessed by the Wide Range Achievement Test. Chart 3 presents a summary of the results.

CHART 3
Wide Range Achievement Test
Pretest-Posttest Comparisons - Mean Grade Equivalent
(Grades 1-6, N=38)

	Reading	Arithmetic
Pretest	1.7	2.4
Posttest	2.1	3.1
Gain	.4	.7
t ratio	1.31	2.41*

*Significant at the .05 level

A gain of four months was achieved in reading and seven months in arithmetic. The arithmetic gain was statistically significant and does represent substantial progress. Students achieved approximately a two-month growth in arithmetic for each month in the program. However, the reading results were not significant. Students should have made a progress of four and one-half months to maintain their relative position.

The actual grade placement of students in the program based on their school assigned grade places them at the third grade. Consequently, the group should have placed at approximately 3.8 on the posttest.

It would appear that the program was beneficial in assisting students in arithmetic. Little progress was made in reading achievement.

Objective #4, to instill positive attitudes toward school in both students and parents, was assessed by the California Test of Personality. The California Test of Personality provides measures of personal adjustment and social adjustment. It was felt that a positive improvement in personal and social adjustment would reflect a more desirable attitude toward school on the part of the student. The following charts summarize the results.

CHART 4

California Test of Personality
Pretest-Posttest Comparisons
(Grades 1, 2, and 3, N=16)

	Personal Adjustment	Social Adjustment
Pretest	32.56	38.75
Posttest	27.88	28.94
Gain	-4.68	-9.81
t ratio	-1.80	-3.47**

(Grades 4, 5, and 6, N=14)

	Personal Adjustment	Social Adjustment
Pretest	42.71	49.71
Posttest	37.86	42.36
Gain	-4.85	7.35
t ratio	-1.60	-1.62

**Significant at the .01 level

On Chart 4, it can be seen that students in both groups experienced negative trends in both personal and social adjustment. Based on the California Test of Personality, the conclusion is that student adjustment suffered rather than gained as a result of the program.

Based on the presented evidence, it would appear that the Moapa Migrant Student Project met the needs of the students with respect to arithmetic and English language skills. Little progress was experienced in basic reading and pupil adjustment.

PART II
EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

A. Objective #1: To create a learning environment to meet the needs of each individual student.

Sporadic enrollment patterns resulted in migrant students enrolling in school from September through March. Some students, enrolled, later withdrew, and then re-enrolled. Still others entered the program for the first time as late as March. Most students who left the program and later returned had not attended school elsewhere during the interim. The average length of time students spent in the program was four and one-half months. Thus, the establishment of a learning environment which could benefit each child was essential to student progress. A determinant of success in meeting this objective can best be seen by considering actual pupil achievement, as shown under the summary of standardized tests and under the subjective evaluation of the next three program objectives. However, the methods of accomplishing this objective are described below.

1. Student Placement:

Selected participants were placed in the Title I classes on the basis of deficiencies, age, or size. Most students were ability grouped, but in situations where the divergence between ability and physical size and/or age was too great, the latter criteria were given precedence in determining placement. In addition to the foregoing, English speaking ability served as a final measure of placement. Students who spoke no English were assigned to the bilingual teacher upon initial enrollment into the program. Students with some English speaking skills, which constituted the majority of students, were placed with the other two teachers. Class size ranged from three to eight students, which allowed for individualized instruction.

2. Coordination of Curricula between Moapa Valley and Arizona Schools:

The head teacher visited schools in Arizona where many of the migrants have previously attended. The purpose of the trip was to become acquainted with their programs and to inform them about the program in Moapa Valley so that, as much as possible, a cooperative venture to provide continuity of curricula between Moapa Valley and the Arizona schools could be maintained. Within the boundaries of the stated objectives, the Moapa program utilized information gained about successful materials and techniques used in the Arizona schools. In addition, some schools expressed interest in incorporating practices of the Moapa program into their program. Schools visited in Arizona were Eloy, Casa Grande, El Mirage, and Peoria.

B. Objectives #2 - #4

Teachers were given a checklist on which they were asked to rate students in the categories of listening skills, speaking skills, writing skills, standard English usage, reading skills, arithmetic skills, and emotional and social adjustment. They were asked to make an initial assessment of each student two to three weeks after student entry into the program, for which they rated students poor, fair, or good for specific items under each category. An evaluation of progress for each student, based on the initial assessment, was made either at the end of the program, or when the student left the program, by checking the same items for little progress, some progress or substantial progress. A copy of the assessment tool is appended in Appendix A of this activity evaluation.

Analysis of pre-post differences in each category was computed with a "t" ratio. Although teachers checked several items, each category was treated as a unit in performing the statistical test. For purposes of computation, poor, fair, and good on the initial assessment were valued 1, 2, and 3, respectively. Little progress, some progress, and substantial progress under the evaluation section were valued 0, 1, and 2, respectively. Scores received on the evaluation (post) were summed to the scores received on the initial assessment (pre). The omission of a no progress or regression indicator for the evaluation section was a weakness of the tool. In order to at least partially compensate for this, it was decided to value the little progress column as null, thereby hopefully gaining a more accurate picture of teacher opinion of student progress.

Completed assessment forms for 39 students were submitted. Therefore, the entire group was used in the sample for analysis by the "t" ratio. The results follow.

1. Objective #2: To improve English language skills.

   The four categories of listening skills, speaking skills, writing skills, and standard English usage were used to measure this objective.

   a. Listening Skills - Items on which teachers rated students in this category were: (1) listens to acquire meaning; (2) listens to follow directions; (3) listens to make an evaluation; and (4) listens to enjoy.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	7.13	9.59
Standard Deviation	2.20	3.04
Standard Error of the Mean	.35	.49

Post Mean - Pre Mean	2.46
Standard Error of the Mean	.60

t = 4.1 Significant at the 1% level of confidence

b. Speaking Skills - Items checked by teachers to rate students in this category were: (1) enunciates words clearly; (2) uses very forms correctly; (3) speaks in phrases; (4) speaks in complete sentences; (5) expresses throughts in logical sequence; and (6) speaks with confidence.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	10.95	14.62
Standard Deviation	2.25	3.93
Standard Error of the Mean	.36	.63

Post Mean - Pre Mean	3.67
Standard Error of the Mean	.73

t = 5.03 Significant at 1% level of confidence

c. Writing Skills - Areas under writing skills checked by teachers included: (1) uses correct letter forms in handwriting; (2) uses correct capitalization rules; (3) expresses ideas through informational writing; (4) uses descriptive adjectives; and (5) participates in creative writing.

	(Pre) Initital Assessment	(Post) Evaluation
Set Means	6.64	9.36
Standard Deviation	1.69	2.78
Standard Error of the Mean	.27	.45

Post Mean - Pre Mean	2.72
Standard Error of the Mean	.52

t = 5.23 Significant at the 1% level of confidence

d. Standard English Usage - Teachers were asked to rate students in two areas in this category: (1) uses own vocabulary (home); and (2) uses standard English in expressing ideas.

	(Pre) Initital Assessment	(Post) Evaluation
Set Means	3.13	4.23
Standard Deviation	.79	1.17
Standard Error of the Mean	.13	.19

Post Mean - Pre Mean	1.10
Standard Error of the Mean	.24

t = 4.58 Significant at 1% level of confidence

1. Objective #3: To improve basic skills in reading arithmetic.

a. Reading Skills - Items check by teachers to rate students in basic reading skills were: (1) reading comprehension; (2) reading vocabulary; and (3) reads to enjoy.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	3.74	6.00
Standard Deviation	1.39	2.05
Standard Error of the Mean	.22	.33

Post Mean - Pre Mean	2.26
Standard Error of the Mean	.40

t = 5.65 Significant at 1% level of confidence

b. Arithmetic Skills - Teachers checked the following items under arithmetic skills: (1) arithmetic reasoning; (2) arithmetic fundamentals; and (3) accuracy in computations.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	4.00	6.54
Standard Deviation	1.24	1.69
Standard Error of the Mean	.20	.27

Post Mean - Pre Mean	2.54
Standard Error of the Mean	.33

t = 7.7 Significant at 1% level of confidence

Again, teacher opinion and the test results tend to be correlated on pupil progress. Although students did not reach a level of four and one-half months progress in reading on the standardized tests, their four month gain can understandably be seen as significant improvement by the teachers since this objective involved a test in English and since these students speak English as a second language. It might be noted also that in reading skills teacher ratings were no higher than the some progress indicator on the assessment tool.

3. Objective #4: To instill positive attitudes toward school in both students and parents.

a. Student Attitude - The social and emotional adjustment category of the assessment guide was used to evaluate this part of the objective. Items checked by teachers were: (1) attitude toward school; (2) cooperation; (3) work habits; (4) punctuality; (5) attendance; (6) attitude toward others; and (7) attitude toward self.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	17.18	20.00
Standard Deviation	3.27	2.57
Standard Error of the Mean	.52	.41

Post Mean - Pre Mean 2.82
Standard Error of the Mean .66

t = 4.27 Significant at the 1% level of confidence

The diversity between teacher opinion and standardized test results for student attitude must be noted. One explanation for the discrepancy might be a fallacy on the part of the teachers, whereby they equated successes experienced with parents to changes in student attitude. On the other hand, the progress made by students in the academic areas, coupled with the positive parental response to the program, makes one question the validity of the rest results on the California Test of Personality. It seems unlikely that students simultaneously would show continued academic growth while experiencing a diminishing response to the school environment.

b. Parental Attitude - Parental attitude is implied in specific items from the parent opinionnaire as extracted and shown on the next page. Only 17 parents responded. However, many families had an average of two to four children in the program.

On the parent opinionnaire, in most cases, parents were asked to respond by checking strongly agree, agree, uncertain, disagree, or strongly disagree. For the purposes of analyzing their responses in relation to Objective #4, uncertain was considered a neutral response and strongly agree and agree were paired, as were strongly disagree and disagree, and considered positive or negative, depending upon the nature of the question.

Items from Opinionnaire	Positive	Neutral	Negative
#4. It is important that my child attend school on a regular basis.	100%	--	--
#18. My child's education is not really my responsibility.	88%	--	12%
#19. I am very much interested in my child's education.	94%	--	6%
#20 I would like to become more involved in my child's education.	94%	--	6%
	Yes	No	
#10 I have visited special student programs. (All respondents indicated they had been invited to attend.)	35%	65%	

It can be referred that parents are very interested in their children's education. It would be desirable that more parents attend special school functions. However, in many families both parents work in the fields, which prohibits attendance during the day.

Specific examples of changes in parental attitudes, as reported by the head teacher, were evidenced. In one case, a student was permitted to participate on a field trip for the first time this year. Many parents allowed their boys to participate in after-school athletics, such as the basketball teams for the fifth and sixth grades. Several parents attended a Christmas program for which they brought their own box lunches and then stayed to watch movies with the children. One parent who has resisted the program in the past initiated a telephone call requesting transportation so that she could visit the school and her children's teachers. Her lack of cooperation in the past had been so great that program personnel labeled this occurrence a "milestone" in the migrant parent-school relationships. It was the opinion of the head teacher that much of the success with parents this year was due to the efforts of the family aide.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Longitudinal Study

One of the problems experienced in the Moapa Migrant program is a regression factor that frequently occurs when students enter the program. Because of sporadic attendance, gains made in the program often are partially lost by the time the student enrolls in the program the following year. As stated previously, the average length of attendance during the 1969-70 program was 4.5 months. In the 1968-69 program, the average length of attendance was 2.3 months.

Test scores of students who have consecutively participated in the program for the past three years are shown below for reading skills and for arithmetic skills. Although this study has a number of only 16, the trends that can be observed are felt to be typical of the migrant student in Moapa Valley. The scores represent grade placement. The figure in parentheses after each student's name represents his age as of the 1969-70 school year.

1. Reading Skills:

Student	1967-68		1968-69		1969-70	
	Pre	Post	Pre	Post	Pre	Post
1. J. Torres (14)	2.3	2.6	2.8	3.0	3.0	3.5
2. F. Reyes (13)	2.6	2.8	3.1	3.0	3.0	3.3
3. B. Celedon (12)	1.2	1.6	1.2	1.9	1.3	1.7
4. E. Garza (12)	4.5	4.1	3.9	4.5	4.7	4.7
5. R. Munoz (12)	1.7	1.9	2.2	2.2	2.3	2.3
6. J. Celedon (11)	K.6	K.8	K.6	K.7	K.9	K.8
7. M. E. Garza (11)	2.1	2.0	2.6	3.1	2.6	3.3
8. E. Ortiz (11)	1.9	1.9	1.9	2.1	1.9	2.1
9. C. Reyes (11)	K.7	1.1	K.6	1.5	1.0	1.6
10. E. Celedon (10)	K.5	1.4	1.3	1.4	1.0	1.7

	1967-68		1968-69		1969-70	
	Pre	Post	Pre	Post	Pre	Post
11. B. Munoz (10)	K.6	K.8	1.1	1.2	1.4	1.3
12. J. Ortiz (10)	1.8	2.1	1.8	2.1	2.3	2.7
13. J. E. Garza (9)	1.2	1.5	1.8	2.2	2.5	2.9
14. E. Reyes (9)	K.3	K.4	K.2	1.2	K.3	K.9
15. G. Rodriquez (9)	1.2	1.5	1.9	2.0	2.2	2.5
16. J. Garza (8)	K.5	K.6	1.8	1.4	1.5	1.4

In analyzing differences between the 1967-68 posttest scores and the 1968-69 pretest scores, it can be seen that seven students, or 44 percent, regressed. In the fall of 1969, 31 percent, or five students, regressed from the previous spring. The average grade placement deficiency of the sample for the fall of 1969 was 4.3 years.

2. Arithmetic Skills:

	1967-68		1968-69		1969-70	
Student	Pre	Post	Pre	Post	Pre	Post
1. J. Torres (14)	2.8	3.0	4.5	3.9	3.6	2.6
2. F. Reyes (13)	3.9	3.6	4.5	4.5	4.7	4.2
3. B. Celedon (12)	2.1	2.8	1.8	2.8	2.4	3.0
4. E. Garza (12)	3.2	3.9	3.6	4.2	5.0	4.7
5. R. Munoz (12)	2.8	3.6	3.2	3.2	3.9	3.9
6. J. Celedon (11)	1.2	1.8	1.8	1.9	2.8	3.0
7. M. E. Garza (11)	2.1	2.6	3.0	3.9	3.2	3.6
8. E. Ortiz (11)	3.6	3.2	2.8	4.5	3.9	4.5
9. C. Reyes (11)	1.0	1.8	K.9	2.4	1.6	3.6
10. E. Celedon (10)	K.6	1.6	1.6	1.4	2.8	3.2
11. B. Munoz (10)	K.5	K.9	K.5	K.6	1.6	2.8
12. J. Ortiz (10)	2.4	2.6	2.4	3.0	2.8	3.2
13. J. E. Garza (9)	1.8	1.6	1.8	2.6	3.2	3.9
14. E. Reyes (9)	K.6	K.6	K.5	K.5	K.6	2.8
15. G. Rodriquez (9)	1.6	1.8	1.7	2.2	3.6	3.6
16. J. Garza (8)	K.7	1.0	2.1	2.4	2.4	3.2

In analyzing differences between the 1967-68 posttest scores and the 1968-69 pretest scores, a regression of 56 percent, or nine students, can be seen. Between the spring and fall of 1969 there was a 37.5 percent regression, or regression for six students. Average grade placement deficiency for the sample was 3.3 years.

Average progress in reading for this sample in 1968-69 was 2.9 months and in 1969-70, three months. This is compared to the average length of attendance of 2.3 months for 1968-69 and 4.5 months for 1969-70. It is important to keep in mind that the average length of attendance includes time in intervals for those students who enter, withdraw, and re-enter the program during a program year. In arithmetic skills the average progress for the sample in 1968-69 was 3.9 months and in 1969-70, 4.8 months.

The actual number of students progressing, those making no progress, and those regressing within each project year as shown in this study, is summarized below.

	Reading			Arithmetic		
	1967-68	1968-69	1969-70	1967-68	1968-69	1969-70
Progress	13	13	11	12	12	11
No Progress	1	1	2	1	2	2
Regression	2	2	3	3	2	3

B. Field Trips

A total of six field trips were held to assist students in their cultural knowledge of the area. With one exception, all excursions included the migrant students and their regular classroom schoolmates. A visit to the Lost City Museum and a flourescent mineral display involved the fifth and sixth grade classes; another trip to the Lost City Museum was held for first, second, and third graders, who met with a group from the Las Vegas Laura Dearing Elementary School; the sixth grade classes went to Willow Beach and the fish hatchery; the fourth graders visited Boulder Dam; and the second graders took a hike in the desert and had a picnic lunch. Finally, a tour involving only migrant students was taken at the Vegas Valley Dairy.

It should be noted that the teacher opinionnaire in Appendix B also lists the Valley of Fire as a field trip. However, the narrative report to the head teacher indicated that the trip was cancelled because of publicity about a school bus accident which frightened the migrant parents.

In addition to the field trips, migrant students were active in regular school programs. Several migrant fifth and sixth grade boys were members of the basketball team and allowed to travel to other schools for games. For the Christmas program, all second grade students sang one song in Spanish and another in English. At the May Spring and Dance Festival migrant students were represented in presentations by all grade levels -- K-6. Halloween activities had a response from parents who attended the planned entertainment, which was followed by a parade.

C. Opinionnaires

Appended to the evaluation of this activity are staff and parent opinionnaires containing a summary of responses (see Appendix B).

1. Title I Teacher Opinionnaire:

Although the Clark County School District provided two teachers as an inkind contribution for this program, the opinionnaire was completed only by the Title I teacher. Items 1 - 4 and items 6, 8, and 9 suggest improvements would be desirable. The remainder of the opinionnaire shows a positive response to project activities.

2. Family Aide Opinionnaire:

There was one family aide in the program, who began work the latter part of February. Therefore, her responses basically reflect opinions gained over a three month period. She appeared to be satisfied with the program and her role. However, she evidently felt that communication between herself and the principal and the classroom teachers could improve.

3. Parent Opinionnaire:

Seventeen parents returned opinionnaires. A summary of their responses reflects positive attitudes and support of the program. Items 7, 14, and 16 are the only statements which represent divided opinions. Items 14 and 16 are noteworthy since 35 percent and 53 percent, respectively, were unsure of the response to the statement.

14 - A regular school program would be as beneficial as a special program.
16 - My child has made considerable gains in arithmetic in the special program.

Item 16 quite probably should be deleted from the form. However, it would be hoped that a positive response to item 14 would prevail.

APPENDIX A

TEACHER'S ASSESSMENT OF PUPIL PROGRESS GUIDE

MOAPA MIGRANT STUDENT PROGRAM

TEACHER'S PUPIL ASSESSMENT OF PROGRESS

Student's Name ______________________ Birthdate ______________ Grade ______

School ______________________ Teacher ______________________

Instructions:

1. This report is prepared on NCR paper. No carbon paper is necessary. The white copy is for your records.
2. Make initial assessment approximately two to three weeks after student has entered program. Submit yellow sheet to this office at that time.
3. Complete final evaluation at culmination of child's participation in program. Submit blue sheet to this office on or before May 31, 1970.

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
1. Listening Skills						
Listens to acquire meaning						
Listens to follow directions						
Listens to make an evaluation						
Listens to enjoy						
2. Speaking Skills						
Enunciates words clearly						
Uses verb forms correctly						
Speaks in phrases						
Speaks in complete sentences						
Expresses thoughts in logical sequence						
Speaks with confidence						

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
3. Writing Skills						
Uses correct letter forms in handwriting	___	___	___	___	___	___
Uses correct capitalization rules	___	___	___	___	___	___
Expresses ideas through informational writing	___	___	___	___	___	___
Uses descriptive adjectives	___	___	___	___	___	___
Participates in creative writing	___	___	___	___	___	___
4. Standard English Usage						
Uses own vocabulary (home)	___	___	___	___	___	___
Uses standard English in expressing ideas	___	___	___	___	___	___
5. Reading Skills						
Reading comprehension	___	___	___	___	___	___
Reading vocabulary	___	___	___	___	___	___
Reads to enjoy	___	___	___	___	___	___
6. Arithmetic Skills						
Arithmetic reasoning	___	___	___	___	___	___
Arithmetic fundamentals	___	___	___	___	___	___
Accuracy in computations	___	___	___	___	___	___

	Initial Assessment			Evaluation		
	In Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
7. Social and Emotional Adjustment						
Attitude toward school	___	___	___	___	___	___
Cooperation	___	___	___	___	___	___
Work habits	___	___	___	___	___	___
Punctuality	___	___	___	___	___	___
Attendance	___	___	___	___	___	___
Attitude toward others	___	___	___	___	___	___
Attitude toward self	___	___	___	___	___	___

COMMENTS (if applicable)

1. Initial Assessment ____

____

2. Final Evaluation ____

____

10/17/69

APPENDIX B

1. TITLE I TEACHER OPINIONNAIRE
2. FAMILY AIDE OPINIONNAIRE
3. PARENT OPINIONNAIRE

(Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Regular Moapa Migrant Student Project

Grade Levels Represented K-6

Number of Children in Each Grade Level ______

Please indicate the progress of pupil's in the areas listed below.

1. Developed and improved comprehension skills.

None			1			Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None			1			Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None		1				Very Much
	1	2	3	4	5	

4. Developed and improved vocabulary.

None			1			Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None				1		Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None		1				Very Much
	1	2	3	4	5	

7. To what extent did pupils demonstrate a positive attitude toward school?

Decrease				1		Increase
	1	2	3	4	5	

8. To what extent did pupils demonstrate a change in self-concept?

Decrease			1			Increase
	1	2	3	4	5	

9. To what extent did pupils demonstrate a positive social change?

Decrease			1			Increase
	1	2	3	4	5	

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

Minimum				1		Maximum		N/A
	1	2	3	4	5			

11. In your opinion, was the role of the family-aide well defined?

Inadequate					1	Adequate		N/A
	1	2	3	4	5			

12. To what extent did the family-aide contribute to the effectiveness of the program?

Negligible					1	Significantly		N/A
	1	2	3	4	5			

13. In your opinion, did you have sufficient contact with the parents?

Inadequate					1	Adequate		N/A
	1	2	3	4	5			

14. In your opinion, is the family-aide an essential component of the program?

Unnecessary				1		Necessary		N/A
	1	2	3	4	5			

15. Was the room where you conducted your classes adequate?

Inadequate					1	Adequate
	1	2	3	4	5	

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible ____ ____ ____ ____ __1__ Significantly ____ N/A
1 2 3 4 5

17. In your opinion, were the inservice sessions well planned?

Poor ____ ____ ____ ____ __1__ Good
1 2 3 4 5

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible ____ ____ ____ __1__ ____ Significantly ____ N/A
1 2 3 4 5

19. In your opinion, were the orientation sessions well planned?

Poor ____ ____ ____ ____ __1__ Good ____ N/A
1 2 3 4 5

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate ____ ____ ____ ____ __1__ Adequate ____ N/A
1 2 3 4 5

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes __1__ No ____ ____ N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3 __1__ 4-6 ____ 7-10 ____ Other ____

23. Were the instruments used for student selection appropriate?

Inappropriate ____ ____ ____ __1__ ____ Appropriate ____ N/A
1 2 3 4 5

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate ____ ____ ____ __1__ ____ Appropriate
1 2 3 4 5

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

		1	2	3	4	5		N/A
Milk Processing Plant	Minimum			1			Maximum	
Hoover Dam	Minimum					1	Maximum	
Fish Hatchery	Minimum					1	Maximum	
Valley of Fire	Minimum					1	Maximum	
Lost City Museum	Minimum					1	Maximum	
Trip to another school	Minimum					1	Maximum	

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

	1	2	3	4	5		
Inadequate				1		Adequate	N/A

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.

Not in my opinion - 1

28. Please list any materials that you found effective that could be adopted for use by the entire program.

Regular school materials and media were used and appeared sufficient.

29. Which activities or projects, if any, were most effective?

Field trips to educational projects such as Fish Hatchery, Dairy Processing Plant, Hoover Dam, etc.

30. Which activities or projects, if any, were least effective?

Valley of Fire, only because the cultural impact on younger students, grades K-3, is not great enough. However, I would not want to omit the Valley of Fire from the field trip schedule.

31. What recommendations, if any, do you have to improve the program?

Regular Moapa

Date ______________________ (Revised 4-70)

FAMILY-AIDE OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program in which you served as a family aide. Your opinion will be used to evaluate the present programs and will also serve as a means for improving next year's program.

1. Please evaluate the effectiveness of the orientation week for your specific job.

Ineffective					1	Effective
	1	2	3	4	5	

2. Was the work required from you reasonable for the time allowed?

Unreasonable				1		Reasonable
	1	2	3	4	5	

3. Was the work expected from you reasonable considering your background?

Unreasonable					1	Reasonable
	1	2	3	4	5	

4. Please rate the objectives that were developed for family aides.

Inadequate				1		Adequate
	1	2	3	4	5	

5. Were those objectives achieved?

Minimum				1		Maximum
	1	2	3	4	5	

6. Was sufficient planning time allotted between you and the teacher?

Insufficient			1			Sufficient
	1	2	3	4	5	

7. To what extent was time provided for you to confer with teachers?

Minimum			1			Maximum
	1	2	3	4	5	

8. What was the general attitude of parents toward the program?

Negative					1	Positive
	1	2	3	4	5	

Family-Aide Opinionnaire
Page 2

9. What were the feelings of parents in regard to field trips?

Negative					1	Positive
	1	2	3	4	5	

10. Do you feel that you had adequate time to spend with parents?

Inadequate					1	Adequate
	1	2	3	4	5	

11. Do you feel that you were able to answer parents questions satisfactorily?

No					1	Yes
	1	2	3	4	5	

12. Please rate your workload.

Light			1			Heavy
	1	2	3	4	5	

13. What, if any, are the strong points of the program?
Parent conferences.

14. What, if any, are the week points of the program?
Communication gap between principal and aide.

15. What recommendations do you have, if any, that would improve the program?
Suggest Moapa Valley local advisory council be formed.

16. General Comments:
Good program.

MOAPA MIGRANT STUDENT PROGRAM

PARENT OPINIONNAIRE

Please respond to the following statements as we desire your opinion of the Moapa Migrant Student Program that is in operation at the Overton Public School.

After each statement there are a series of letter codes that indicate your feeling about the statement. Please circle the response that indicates how you feel about the statement.

SA	Strongly Agree
A	Agree
U	Undecided
D	Disagree
SD	Strongly Disagree

1. The special Migrant Student Program in operation at Overton Public School has been explained to me.

1	16			
SA	A	U	D	SD

2. As a result of the special student program, my child is better able to speak and understand the English language.

	13	4		
SA	A	U	D	SD

3. As a result of the special student program, my child has a better knowledge of the Spanish language.

N/A				
SA	A	U	D	SD

4. It is important that my child attend school on a regular basis.

5	12			
SA	A	U	D	SD

5. My child is required to do very little homework.

	9	5	3	
SA	A	U	D	SD

6. Much of the school work required is unimportant.

			16	1
SA	A	U	D	SD

7. My child is reading library books that are not required by his teacher.

	4	3	9	1
SA	A	U	D	SD

8. As a result of the special student program, there is more involvement between the home and school.

SA	A	U	D	SD
1	15	1		

9. I have been invited to visit the special student program in operation at Overton Public School.

Yes 17 No ____

10. I have visited the special student program at Overton Public School.

Yes 6 No 11

11. My child has gained valuable experience from the planned field trips.

SA	A	U	D	SD
	12	5		

12. My child has received enough special help from his teacher.

SA	A	U	D	SD
	14	3		

13. School personnel show a genuine concern for migrant students.

SA	A	U	D	SD
	15	2		

14. A regular school program would be just as beneficial for my child as the special student program.

SA	A	U	D	SD
	4	6	6	1

15. School personnel do not keep me informed about the progress of my child.

SA	A	U	D	SD
			14	3

16. My child has made considerable gains in arithmetic while in the special student program.

SA	A	U	D	SD
	7	9	1	

17. My child enjoys the special student program.

SA	A	U	D	SD
	13	4		

Parent Opinionnaire
Page 3

18. My child's education is not really my responsibility.

SA	A	U	D	SD
	2		13	2

19. I am very much interested in my child's education.

SA	A	U	D	SD
1	15	1		

20. I would like to become more involved in the education of my child.

SA	A	U	D	SD
2	14	1		

SUMMER EXTENSION OF
MOAPA MIGRANT STUDENT PROGRAM

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Summer Moapa Migrant Student Project

1st Objective Improve English Language skills

2nd Objective

Table IV	1st Objective			2nd Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School	6	1	0			
1-3	4	5	5			
4-6	5	0	4			
7-9						
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Spache Diagnostic Reading Scale Independent Level	Same
Form of Test		-	-
Date test administered		June, 1970	July, 1970
Grade or Grade Level		2-6	2-6
Number of Students Tested		16	16
RAW SCORE**	Mean ***	3.0	3.5
	Standard Deviation	2.25	2.32
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	NO PERCENTILES AVAILABLE	
	75th " "		
	50th " "		
	25th " "		
	15th " "		
	10th " "		

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Equivalents

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Spache Diagnostic Reading Scale Instructional Level	Same
Form of Test		-	-
Date test administered		June, 1970	July, 1970
Grade or Grade Level		2-6	2-6
Number of Students Tested		16	16
RAW SCORE**	Mean ***	3.2	3.7
	Standard Deviation	1.62	1.77
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	NO PERCENTILES AVAILABLE	
	75th " "		
	50th " "		
	25th " "		
	15th " "		
	10th " "		

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Equivalents

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Spache Diagnostic Reading Scale Word Recognition	Same
Form of Test		-	-
Date test administered		June, 1970	July, 1970
Grade or Grade Level		2-6	2-6
Number of Students Tested		16	16
RAW SCORE**	Mean ***	3.9	4.2
	Standard Deviation	1.37	1.42
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	NO PERCENTILES AVAILABLE	
	75th " "		
	50th " "		
	25th " "		
	15th " "		
	10th " "		

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Equivalents

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Common Concepts Foreign Language	
Form of Test		1	2
Date test administered		June, 1970	July, 1970
Grade or Grade Level		2-6	2-6
Number of Students Tested		14	14
RAW SCORE**	Mean	76.00	76.86
	Standard Deviation	2.42	1.68
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	0
	75th " "	0	0
	50th " "	0	0
	25th " "	0	0
	15th " "	0	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Caldwell Preschool Inventory Personal-Social	Same
Form of Test		-	-
Date test administered		June, 1970	August, 1970
Grade or Grade Level		K	K
Number of Students Tested		7	7
RAW SCORE**	Mean	18.00	22.57
	Standard Deviation	3.46	2.19
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	3
	75th " "	5	1
	50th " "	2	1
	25th " "	2	0
	15th " "	1	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Caldwell Preschool Inventory Associative Vocabulary	Same
Form of Test		-	-
Date test administered		June, 1970	August, 1970
Grade or Grade Level		K	K
Number of Students Tested		7	7
RAW SCORE**	Mean	9.71	14.00
	Standard Deviation	2.66	3.12
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	5
	75th " "	6	4
	50th " "	3	1
	25th " "	1	1
	15th " "	0	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Caldwell Preschool Inventory Numerical	Same
Form of Test		-	-
Date test administered		June, 1970	August, 1970
Grade or Grade Level		K	K
Number of Students Tested		7	7
RAW SCORE**	Mean	7.71	13.57
	Standard Deviation	3.24	2.97
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	4
	75th " "	5	3
	50th " "	5	1
	25th " "	3	0
	15th " "	2	0
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II

EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Caldwell Preschool Inventory Sensory	Same
Form of Test		-	-
Date test administered		June, 1970	August, 1970
Grade or Grade Level		K	K
Number of Students Tested		7	7
RAW SCORE**	Mean	10.43	15.43
	Standard Deviation	3.92	2.87
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	4
	50th " "	5	2
	25th " "	4	2
	15th " "	4	2
	10th " "	4	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Caldwell Preschool Inventory Total	Same
Form of Test		-	-
Date test administered		June, 1970	August, 1970
Grade or Grade Level		K	K
Number of Students Tested		7	7
RAW SCORE**	Mean	45.86	65.57
	Standard Deviation	11.19	9.54
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	5
	75th " "	6	3
	50th " "	5	1
	25th " "	3	0
	15th " "	0	0
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Boehm Test of Basic Concepts	Same
Form of Test		-	-
Date test administered		June, 1970	August, 1970
Grade or Grade Level		K, 1, and 2	K, 1, and 2
Number of Students Tested		14	14
RAW SCORE**	Mean	29.93	36.86
	Standard Deviation	10.84	6.21
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	14	14
	75th " "	14	14
	50th " "	14	14
	25th " "	3	1
	15th " "	0	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The evaluation design for the Moapa Summer Project consisted of a pretest-posttest assessment. Each program objective is presented and test information applying to the stated objective is supplied.

Objective #1 was to improve English language skills of oral and listening abilities that would result in better understanding of concepts, as measured by the Caldwell Preschool Inventory for four and five year olds.

The Caldwell Preschool Inventory was administered to seven children on a pretest-posttest basis. The instrument provides four subtest scores and a composite or total score. The following chart contains much of the same information as in Table V. However, gain scores are provided for each subtest and the total.

CHART 1
Pretest-Posttest Comparisons
Caldwell Preschool Inventory
Kindergarten, N=7

	Personal Social	Associative Vocabulary	Concept Activation Numerical	Concept Activation Sensory	Total
Pretest	18.00	9.71	7.71	10.43	45.86
Posttest	22.57	14.00	13.57	15.43	65.57
Gain	4.57	4.29*	5.86*	5.00*	19.71*
t ratio	1.87	2.57	3.27	2.53	3.29

*Significant at the .05 level

Significant growths appear to have been made in all subtests with the exception of personal and social concepts. The number of students that were pretested and posttested limits extensive generalizations regarding the results. However, based on the presented data, progress was made in achieving the stated objective.

Objective #2 was to improve English language skills of oral and listening abilities that would result in better understanding of concepts, as measured by the Boehm Test of Basic Concepts and the Clark County Language Diagnostic Tests for six and seven year olds.

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school.

Fourteen students were pretested and posttested with the instrument. A pretest mean of 29.93 and a posttest mean of 36.86 demonstrated a net gain of 6.93 raw scores. The "t" ratio was not significant at the five percent level of confidence. However, the growth does demonstrate a positive trend.

Results of the Clark County Language Diagnostic Test are not presented in the preceding Table V since there are no percentile norms developed for the test.

The Clark County Language Diagnostic Test for Spanish-Speaking Students was developed through the sponsorship of Title I funds. The test was developed to diagnose language problems that are unique to the Spanish-speaking student. The test measures the student's word knowledge, visual discrimination, auditory discrimination, understanding of spoken English and Spanish, and discrimination of short and long vowel sounds. Each of the subtest scores are combined to produce a total score.

The test resulted in a pretest mean of 106.25 and a posttest mean of 105.42 for the 12 students tested, demonstrating a slight loss in achievement during the span of the project.

Some progress was achieved according to the results from the two instruments discussed in that students were provided with a better understanding of basic concepts as measured by the Boehm test. However, little or no success was experienced in providing students with improved English skills as measured by the Clark County Language Diagnostic Test.

Objective #3 was to improve English language skills of oral, listening, and reading abilities that would result in better understanding of concepts, as measured by the Diagnostic Reading Scales, Spache, and the Foreign Language Common Concepts Test, for eight through sixteen year olds.

The Spache Diagnostic Reading Scale was administered by a reading specialist to 16 children in the program. Percentile norms are not available for the instrument. However, approximate grade equivalents are available for each section. The chart on the following page provides a pretest-posttest comparison for each section of the test.

CHART 2
Pretest-Posttest Comparisons
Spache Diagnostic Reading Scale
N=16

	Word Recognition	Instructional Level	Independent Level
Pretest	3.9	3.2	3.0
Posttest	4.2	3.7	3.5
Gain	.3	.5	.5

Word recognition is an indication of the student's sight reading vocabulary. The instructional level is an approximation of the oral reading performance in terms of both errors and comprehension. The independent level identifies the grade level of recreational and supplementary reading materials at which the student can read silently with adequate comprehension.

In Chart 2, mean gain scores of three months for word recognition and five months for oral and silent reading gains can be seen. The gains would seem rather impressive since the program was only slightly over one month in duration.

When the individual scores are more closely analyzed, it can be seen that:

a. Fourteen of the 16 students tested showed positive gains in word recognition ranging from 2 months to 14 months.

b. Six students showed no change in level in oral reading. The remaining 10 students made growths ranging from 2 months to 24 months.

c. Seven students showed no progress in silent reading. Seven students made gains ranging from five months to one year. One student who could not read silently at any level on the pretest was able to read at the primer level on the posttest. One student scored at the test maximum on both pretest and posttest.

The Foreign Language Common Concepts Test was administered to 14 students on a pretest-posttest basis. The test was administered in English rather than Spanish since the objective was concerned with improving English language skills. Table V provides a summary of the results. Form 1 and Form 2 raw scores are not comparable; consequently, consideration should be given to the percentile arrangement on pretest and posttest results. Obviously, the norms used for this group of children were not suitable since all of the students scored above the 90th percentile on the posttest results. It would appear that the students enrolled in the program had a better English listening vocabulary than was anticipated when the evaluation design was written. In any case, an improvement was made although the ceiling of the test left little room to show improvement.

PART II
EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

This program was a summer extension of the regular school year program. In the extension, the objectives were limited to improving English language skills and the age span of participants was increased to reach students between the ages of 4 and 16. The program was also divided into two segments: (1) four to seven year olds attended sessions for six hours daily for ten weeks, and (2) eight to sixteen year olds participated in three hour daily sessions for six weeks.

A. First Segment - 4 to 7 Year Old Students

Stated Program Objective #1: To improve English language skills of oral and listening abilities that will result in better understanding of concepts for four and five year olds.

Stated Program Objective #2: To improve English language skills of oral and listening abilities that will result in better understanding of concepts for six and seven year olds.

Expressed staff opinion indicated that good progress and response from students in speaking and listening abilities for the first six weeks of the program occurred. After that time, participants appeared to tire of the program and displayed restlessness that hindered much further progress.

Even though the age of the participants in this segment ranged to seven year olds, nearly all students lacked readiness skills. Therefore, much of the emphasis on language development derived from activities such as word games, following directions, songs and play periods, and field trips. Five to ten vocabulary words were introduced each day. New words, as well as old ones previously presented, were incorporated into daily activities. Basic skills in phonics required much time since many students spoke little English. The alphabet, colors, and numbers were also new concepts to many pupils.

B. Second Segment - 8 to 16 Year Old Students

Stated Program Objective #3: To improve English language skills of oral, listening, and reading abilities that will result in better understanding of concepts for eight through sixteen year olds.

Some students entered this segment of the program late and a few left early. Since the structure of this segment centered around tutorial instruction, late students were permitted if the teachers felt they could handle the extra students without jeopardizing other participants. According to analysis of pretest-posttest results, the following can be observed from a number of 15.

1. In the word recognition skills of reading an average gain of 3.9 months occurred. Only one student showed regression. Another student tested at the highest attainable score on both the pretest and the posttest.

2. The oral reading data revealed an average gain of 4.1 months. Six students, however, showed no change in test scores. Three students made exceptional progress--two students achieved a 12 month gain and the other, a 24 month gain. Again, one pupil regressed on the test data from pre to post.

3. Silent reading test results also showed a gain of 4.1 months. Seven students made no change; three improved by 12 months; and one scored the highest attainable rate on the pretest and on the posttest.

4. In listening skills, eight students' scores could not be compared because a score was unobtainable on either the pre or posttest data--three students did not score on the pretest and six did not score on the posttest. Two students showed no change between the pretest and posttest, four improved by 5 months, one improved by 24 months, and one tested too high for the test to show change. The two students who showed no change were achieving at grade level. The students for whom scores were not available either did not achieve high enough or were so restless and distractable that they could not complete the test.

The following observations were made by the reading specialist who administered the tests.

1. Students on the whole seemed well trained in phonics. They were perhaps too dependent on phonics to the point of sounding out many words which should be in their sight vocabulary.

2. Although students showed good phonics skills in oral reading, they tended to read with little expression, often word by word with lack of regard for punctuation.

3. Some students showed a need for more training and reinforcement in understanding the use of contractions.

4. In reading comprehension, students generally had good factual recall. But, even the best need work and instruction on making inferences and drawing conclusions. Part of this problem can be accredited to their lack of understanding of figurative and idiomatic language.

5. Three students appear to need an eye examination.

6. One student had many emotional problems which hindered his concentration ability and which made him the object of ridicule among other students.

Teacher opinion indicated that much progress was made in reading. One activity involved a visit to the library where each student received a library card. This was a first experience for all students. Some participants read as many as three books a week. All students completed reading at least one book.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:
(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Field Trips

The younger children in the first segment of the program (four to seven year olds) were offered four field trips during the program. Their visit to the park where they played games, ran races, studied nature, and had a picnic elicited much enthusiasm. They also had exceptionally meaningful visits to the dairy and to Fantasy Park and the Shrine Circus. A tour of the library was less successful. The head teacher expressed the opinion that the children should have been better prepared for the trip and the tour should have been made more meaningful by the tour guide. (Note: This is not the library tour previously alluded to under discussion of Objective #3.) Generally, however, the field trips substantially served the purpose of supplementary classroom experiences to encourage language development.

Two field trips were taken by the older group of students. Their segment of the program did not specifically call for field trips, but it was decided to include these students in the circus activity and to plan a picnic at the lake. A boat ride was arranged on the picnic day. It was a first experience for many of the students, as was the circus. Their response to the vocabulary study related to these two excursions greatly increased over the normal classroom routine, and it appeared that the trips added positive reinforcement to their overall learning stimulus.

B. Nutrition

Hot lunches were served to the four through seven year old students who attended classes six hours daily. Lunches included a hot dish of casserole or meat, vegetables, salad, hot breads or biscuits, a beverage, and dessert or fresh fruit. It should be noted that the menus offered exceptional variety throughout the entire ten week period. All students received snacks daily, which included milk or juice, cookies or crackers, and fresh fruit. Again, exceptional variety was noted in the submitted menus. The cooking staff obviously displayed much ingenuity in purchasing and planning the foods.

The nutritional segment was beneficial to the program. The pupils not only enjoyed the break and were better able to study later, but it also provided a relaxing atmosphere for peer group relationships.

C. Pupil Profiles

Teachers maintained pupil profiles on all students, by recording weaknesses, methods of correction, progress made, and extraneous influences affecting pupil behavior and learning. The following student characteristics were noted in the profiles.

1. Pariticipants 4 to 7 Years of Age

- spoke little English at beginning of program
- immature
- poor attention span
- regular attendance in summer program
- two students lacked parental care at home

2. Participants 8 to 16 Years of Age

- enjoyed school
- made progress, especially in reading
- manifested extremely high interest levels
- immature or insecure

D. Teacher Evaluation

1. First Segment - 4 to 7 Year Olds:

Both teachers related a successful program enjoyed by the children and providing a good learning experience. They found the pretest results helpful in planning and/or changing areas for emphasis in the program. Their only criticism was the length of the program. As stated previously, the students became quite restless after six weeks.

2. Second Segment - 8 to 16 Year Olds:

Both teachers viewed the program as successful. One teacher indicated that this was one of the best programs he had seen or participated in. His reasons were the nutritional breaks, the two field trips, and the low teacher-pupil ratio, all of which he felt were important contributors to a successful learning experience for the students. The other teacher felt the short day (3 hours) was ideal for a summer session.

E. Opionnaires

Teacher and parent opinionnaires with tabulated summaries of responses are attached in Appendix A to this activity evaluation.

1. Teacher Opinionnaires:

Opinionnaires were received from the two teachers instructing the older group of students. Generally, their responses reflect a successful program. Some discrepancy appears under items relating to inservice training. These teachers received eight hours of program orientation. One teacher indicated neutral reactions to the effectiveness of the sessions; the other evidently felt the sessions negligible enough that a "not applicable" response was made.

2. Parent Opinionnaires:

Sixteen parents completed this report. Their responses indicate satisfaction with the program and generally reveal a concern for the pupils' educational welfare.

APPENDIX A

1. TEACHER OPINIONNAIRES
2. PARENT OPINIONNAIRES

(Revised 4-70)

SUMMARY
TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Moapa Migrant Summer Program

Grade Levels Represented 2-8

Number of Children in Each Grade Level ______

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

None				1	1	Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None			1	1		Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None			2			Very Much
	1	2	3	4	5	

4. Developed and improved vocabulary.

None				1	1	Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None					2	Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None				2		Very Much
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 2

7. To what extent did pupils demonstrate a positive attitude toward school?

Decrease				1	1	Increase
	1	2	3	4	5	

8. To what extent did pupils demonstrate a change in self-concept?

Decrease			1	1		Increase
	1	2	3	4	5	

9. To what extent did pupils demonstrate a positive social change?

Decrease			1	1		Increase
	1	2	3	4	5	

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

Minimum		1		1		Maximum		N/A
	1	2	3	4	5			

11. In your opinion, was the role of the family-aide well defined?

Inadequate						Adequate	2	N/A
	1	2	3	4	5			

12. To what extent did the family-aide contribute to the effectiveness of the program?

Negligible						Significantly	2	N/A
	1	2	3	4	5			

13. In your opinion, did you have sufficient contact with the parents?

Inadequate			2			Adequate		N/A
	1	2	3	4	5			

14. In your opinion, is the family-aide an essential component of the program?

Unnecessary						Necessary	2	N/A
	1	2	3	4	5			

15. Was the room where you conducted your classes adequate?

Inadequate				1	1	Adequate
	1	2	3	4	5	

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible	1	2	3	4	5	Significantly	N/A
			1				1

17. In your opinion, were the inservice sessions well planned?

Poor	1	2	3	4	5	Good	N/A
			1				1

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible	1	2	3	4	5	Significantly	N/A
			1				1

19. In your opinion, were the orientation sessions well planned?

Poor	1	2	3	4	5	Good	N/A
			1				1

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate	1	2	3	4	5	Adequate	N/A
				1			1

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes 1 No ___ 1 N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3 ___ 4-6 ___ 7-10 2 Other ___

23. Were the instruments used for student selection appropriate?

Inappropriate	1	2	3	4	5	Appropriate	N/A
				1			1

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate	1	2	3	4	5	Appropriate
	1		1			

Title I Teacher Opinionnaire
Page 4

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

		1	2	3	4	5		N/A
Lake Mead	Minimum				1	1	Maximum	
National Park	Minimum					1	Maximum	
Circus	Minimum				2		Maximum	
Stewart's Point	Minimum				1		Maximum	
	Minimum						Maximum	
	Minimum						Maximum	

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

	1	2	3	4	5			
Inadequate			1			Adequate	1	N/A

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.
No = 2

28. Please list any materials that you found effective that could be adopted for use by the entire program.

29. Which activities or projects, if any, were most effective?
    - Field Trips - 1
    - Short, individual sessions on word concepts development - 1

30. Which activities or projects, if any, were least effective?
    - Too much time spent testing for such a short program - 1

31. What recommendations, if any, do you have to improve the program?
    - Test results from Reading Specialist made available - 1
    - Supplies and materials made available before program starts - 2
    - Teacher aides should be fluent in English (they were to help students in pronunciation, but made same mistakes in speaking as most students) - 1

Summer Program

SUMMARY
MOAPA MIGRANT STUDENT PROGRAM

PARENT OPINIONNAIRE

Please respond to the following statements as we desire your opinion of the Moapa Migrant Student Program that is in operation at the Overton Public School.

After each statement there are a series of letter codes that indicate your feeling about tne statement. Please circle the response that indicates how you feel about the statement.

SA	Strongly Agree
A	Agree
U	Undecided
D	Disagree
SD	Strongly Disagree

1. The special Migrant Student Program in operation at Overton Public School has been explained to me.

   SA=4 A =9 U D=1 SD

2. As a result of the special student program, my child is better able to speak and understand the English language.

   SA=5 A=10 U D SD

3. As a result of the special student program, my child has a better knowledge of the Spanish language.

   SA=1 A U D=1 SD=2

4. It is important that my child attend school on a regular basis.

   SA=10 A=5 U D SD

5. My child is required to do very little homework.

   SA=1 A=9 U =2 D =3 SD

6. Much of the school work required is unimportant.

   SA=1 A =2 U D =5 SD=7

7. My child is reading library books that are not required by his teacher.

   SA=1 A=10 U=1 D=2 SD

Parent Opinionnaire
Page 2

8. As a result of the special student program, there is more involvement between the home and school.

SA=4 A=7 U=2 D=1 SD

9. I have been invited to visit the special student program in operation at Overton Public School.

Yes 11 No 4

10. I have visited the special student program at Overton Public School.

Yes 5 No 10

11. My child has gained valuable experience from the planned field trips.

SA =6 A =8 U =1 D SD

12. My child has received enough special help from his teacher.

SA =4 A=9 U =2 D SD

13. School personnel show a genuine concern for migrant students.

SA =3 A =9 U =1 D SD

14. A regular school program would be just as beneficial for my child as the special student program.

SA=3 A =9 U=2 D SD

15. School personnel do not keep me informed about the progress of my child.

SA=3 A=2 U D =7 SD =2

16. My child has made considerable gains in arithmetic while in the special student program.

SA A U D SD

17. My child enjoys the special student program.

SA =6 A=9 U D SD

18. My child's education is not really my responsibility.

SA=1 A =1 U D =4 SD=9

19. I am very much interested in my child's education.

SA =10 A =4 U D SD

20. I would like to become more involved in the education of my child.

SA =6 A =7 U=1 D SD

ST. YVES REMEDIAL PROGRAM

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity St. Yves Remedial Program

1st Objective a) To raise achievement in reading.

b) To raise achievement in arithmetic.

Table IV	a			b		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3						
4-6						
9-12**	0	0	9	6	1	1
TOTALS						

* - Little or no progress above that normally expected for this group.

** - Based on Reading Comprehension

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity St. Yves Remedial Program

2nd Objective To increase student's interest and participation in personal health and hygiene.

Table IV	2nd Objective					
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3						
4-6						
7-12 **	3	1	2			
TOTALS						

* - Little or no progress above that normally expected for this group.

** - Only six (6) students pretest and posttested.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Reading Test, Level II Reading Comprehension	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	51.89	41.33
	Standard Deviation	6.05	7.06
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	5	9
	75th " "	4	9
	50th " "	1	6
	25th " "	1	5
	15th " "	0	4
	10th " "	0	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Reading Test, Level II Rate of Reading	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	17.22	27.67
	Standard Deviation	7.41	7.07
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	6
	75th " "	7	6
	50th " "	7	5
	25th " "	7	2
	15th " "	4	0
	10th " "	3	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Reading Test, Level II Blending	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	24.78	28.00
	Standard Deviation	5.81	10.58
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	9	9
	75th " "	9	5
	50th " "	7	3
	25th " "	6	3
	15th " "	2	2
	10th " "	0	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Reading Test, Level II Sound Discrimination	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	24.00	24.44
	Standard Deviation	5.91	6.96
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	8	9
	75th " "	8	8
	50th " "	7	6
	25th " "	6	4
	15th " "	3	3.
	10th " "	1	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Reading Test, Level II Syllabication	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	18.44	19.44
	Standard Deviation	3.83	2.79
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	9	9
	75th " "	8	8
	50th " "	7	6
	25th " "	3	2
	15th " "	2	2
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Reading Test, Level II Vocabulary	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	30.33	32.78
	Standard Deviation	3.37	3.01
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	9	9
	75th " "	9	8
	50th " "	9	7
	25th " "	5	2
	15th " "	3	2.
	10th " "	3	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Arithmetic Test Computations	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	44.67	50.00
	Standard Deviation	7.06	6.04
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	9	8
	75th " "	7	5
	50th " "	6	3
	25th " "	5	1
	15th " "	4	1
	10th " "	3	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Arithmetic Test Common Fractions	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	11.57	36.14
	Standard Deviation	7.76	8.58
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	9	8
	75th " "	9	8
	50th " "	9	5
	25th " "	8	3
	15th " "	7	0
	10th " "	6	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Stanford Diagnostic Arithmetic Test Concepts	Same
Form of Test		W	X
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		9	9
RAW SCORE**	Mean	36.44	40.56
	Standard Deviation	8.72	5.83
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	9	9
	75th " "	9	9
	50th " "	9	6
	25th " "	4	2
	15th " "	2	1
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Health Behavior Inventory	Same
Form of Test		-	-
Date test administered		September, 1969	May, 1970
Grade or Grade Level		7-12	7-12
Number of Students Tested		6	6
RAW SCORE**	Mean	41.83	52.67
	Standard Deviation	6.34	5.06
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	5
	50th " "	6	5
	25th " "	6	3
	15th " "	6	3
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The St. Yves Remedial Program was evaluated on the pretest-posttest administration of the Stanford Diagnostic Reading Test, Stanford Diagnostic Arithmetic Test, and the Health Behavior Inventory.

The two program objectives, to raise achievement in reading and arithmetic and to increase students' interest and participation in personal hygiene, were evaluated objectively on the basis of the indicated instruments.

Student mobility at the institution made pretesting and posttesting of the same group difficult. For this reason, the number of students that were both pretested and posttested was limited to nine students in the areas of arithmetic and reading, and six students in health.

Tables IV and V provide a summary of student progress. The basis for assigning student progress in reading and arithmetic consisted of zero to seven months growth for little or no progress beyond that normally expected, eight months to one year as some progress, and over one year as substantial progress.

Student progress in health was assessed on a percentile rank increase of zero to 10 percentiles for little or no progress, 11 to 20 percentiles as some progress, and over 20 percentiles as substantial progress.

Since the number of students tested was small, very little would be achieved by subjecting the data to statistical techniques. Tables IV and V provide a general picture of student achievement.

Substantial progress was achieved in providing remedial assistance in arithmetic. As indicated in Table V, considerable progress was achieved in all subtest areas measured.

In reading, considerable progress was made in increasing student reading rate. However, the reading comprehension subtest demonstrated a significant decrease. A positive trend was experienced in vocabulary, syllabication, sound discrimination, and blending, but the gains do not appear to be significant.

On the Health Behavior Inventory all but two students made considerable progress in increasing their knowledge of physical health and hygiene.

It would seem that considerable progress was made in achieving objectives.

PART II
EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

Teacher evaluation of student progress was recorded on a "Teacher's Assessment of Pupil Progress" report. The item checklist related to program objectives. The report was completed by the teacher four times, which included an initial assessment and three evaluations. Each evaluation was based on the ratings of the initial assessment. A copy of the report is shown in Appendix A of the evaluation of this activity.

Fifteen students participated in the program. However, four did not enter the program until April and three left the program in January. Therefore, progress on only eight students is available for the entire program period, i.e., completion of the tool four times during the program year from October through May. With such a small number, statistical analysis was not warranted. Numerical summaries of the teacher's evaluation follow below for each program objective. For purposes of reporting in this evaluation, the numbers 1, 2, and 3 have been substituted for the evaluative indicators of the report, which were little progress, some progress and substantial progress.

A. Objective #1: To raise achievement levels in basic reading and arithmetic skills.

Presented in the charts below are the teacher's ratings of pupil progress in reading, listening, writing, and arithmetic. Although listening and writing were not specified objectives, they were generally intermingled with reading in the instructional unit which included reading, phonics, spelling, English grammar, and writing. Therefore, the teacher was asked to evaluate listening and writing skills, as well as writing progress.

On all four charts, the greatest pupil progress occurs between the initial assessment and the second evaluation period, which was at the end of February. It should also be noted that evaluation was highly indicative of substantial progress for mos items. Nearly all students lacked motivation and/or basic skills when the program began. They were teenage girls achieving at elementary levels. Themes written by the students at the end of the program revealed stimulated interest in the academic areas and implied personal pride in accomplishment. The pupils were placed in an ungraded environment and, consequently, could experience success since they were freed from competing for grades with other classmates.

CHART 1

Reading Items	Initial Assessment			1st Eval.			2nd Eval.			3rd Eval.		
	Poor	Fair	Good	1	2	3	1	2	3	1	2	3
Comprehends what has read	5	3			8			2	6		1	7
Understands reading vocabulary	4	4			8			3	5		1	7
Can read orally	3	4	1		7	1		2	6		1	7
Knows how to use dictionary	4	4		1	7			2	6		2	6
Has an interest in reading	4	3	1		8			1	7			8

CHART 2

Listening Skills	Initial Assessment			1st Eval.			2nd Eval.			3rd Eval.		
	Poor	Fair	Good	1	2	3	1	2	3	1	2	3
Listens to acquire meaning	4	4			8			1	7			8
Listens to follow directions	4	3	1		8			1	7		1	7
Listens to make an evaluation	4	4			8			2	6		3	5
Listens to enjoy	2	5	1		8				8			8

CHART 3

Writing Skills	Initial Assessment			1st Eval.			2nd Eval.			3rd Eval.		
	Poor	Fair	Good	1	2	3	1	2	3	1	2	3
Uses correct letter forms	6	2		2	6			5	3		3	5
Uses correct capitalization rules	6	2		2	6			4	4		3	5
Expresses ideas through informational writing	6	2		2	6			3	5		3	5
Uses descriptive adjectives	6	2		2	6			5	3		4	4
Participates in creative writing	7	1		2	6			6	2		4	4

CHART 4

Arithmetic Skills	Initial Assessment			1st Eval.			2nd Eval.			3rd Eval.		
	Poor	Fair	Good	1	2	3	1	2	3	1	2	3
Understands concepts	7	1			8			4	4		3	5
Uses computational skills	7	1			7	1		3	5		2	6
Applies learned skills	7	1			8			2	6		1	7
Accuracy in computations	6	2			8			3	5		2	6
Has interest in arithmetic	6	2			6	2		2	6		2	6

B. Objective #2: To increase students' interest and participation in personal health and hygiene habits.

Health and hygiene instruction seemed to elicit much student enthusiasm. The Wendy Ward teenage self-improvement program from Montgomery Wards was used in the program. This gave the students a chance to analyze each other for facial features, bone structure, coloring, posture. The classroom became a modeling school and several girls found areas to be an asset which they had previously considered to be a problem. For example, two girls had previously disliked their large sized hands until they realized that small hands are overpowered by the large rings currently in fashion. This resulted in their taking a greater interest in the care of their fingernails. The Wendy Ward program also covered personal cleanliness, grooming, and proper diet. In addition to the Wendy Ward program, films were shown covering areas such as basic food groups, first aid, and the pleasure of "being a girl."

Teacher assessment of student progress in health and hygiene is shown below. Her indicated opinion of success was supplemented by statements made in student themes, in which the girls expressed an acquired sense of personal worth and enjoyment of this segment of the program.

CHART 5

Health and Hygiene	Initial Assessment			1st Eval.			2nd Eval.			3rd Eval.		
	Poor	Fair	Good	1	2	3	1	2	3	1	2	3
Personal Hygiene												
a. grooming	3	4	1		8			2	6		1	7
b. dental	1	6	1		8			2	6		1	7
c. hair	2	4	2		8			3	5		2	6
d. fingernails	2	5	1		7	1		3	5		1	7
e. body cleanliness	1	6	1		8			3	5		1	7
f. physical fitness (exercise)		8			8			2	6		2	6
Mental Health												
a. honesty	1	1	6		8			1	7			8
b. reliability	4	1	3		8			2	6		1	7
c. self-control	2	4	2		8				8			8
Understands biological aspects of body	2	6			8			4	4			8
Understands nutritional aspects of diet	2	6			8			8			2	6

The teacher was also asked to evaluate the students on social and emotional adjustment which was felt to be an indirect way of noting progress made in the mental health section of the health and hygiene objective. The evaluation is shown below.

CHART 6

Social and Emotional Adjustment	Initial Assessment			1st Eval.			2nd Eval.			3rd Eval.		
	Poor	Fair	Good	1	2	3	1	2	3	1	2	3
Cooperation	2	2	4		8			1	7		2	6
Work habits	4	2	2		8			2	6		3	5
Attitude toward others	2	3	3		8			1	7		1	7
Attitude toward self	4	2	2		8			1	7		2	6

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Social Awareness

The teacher noted that participants demonstrated symptoms related more to social maladjustment than to emotional disturbance. She also felt that the institutional setting had a calming influence on the students, which enabled them to be more objective and receptive to the learning situation, especially in terms of knowing themselves. The teacher's comments indicated that development of positive attitudes was a high point in the program. These attitudes extended to school work, as well. Some students found that reading can be fun, even when reading for informational purposes.

A Life-Careers game was used to help the girls recognize aptitudes. The students were divided into four teams. Each team was given a profile of a teenage high school student from which they were to plan the life of the student in eight segments. Each segment was scored. Although no minimum nor maximum score was suggested, higher scores indicated greater competency in recognizing and using skills and interests in plotting long-term plans. Factors considered included areas such as family background and income, student activities in school and the community, grades in school, vocational interests. Program participants played this game at the beginning of the program and again during the last month of the program. Scores achieved in plotting the simulated life course of a hypothetical student showed a gain from 40 to 230 points on the individual profiles, thereby revealing greater insight on the participants' part in realistically accepting existing circumstances and planning the future accordingly.

To supplement this game, the students also had reading materials and class discussions covering problems of adolescence and growing up, individual interests, and costs of living and how to budget money.

B. Social Studies

During the program, the teacher implemented a social studies program upon recognizing that the students had little knowledge of the United States. A sixth grade textbook on the United States supplemented by films and map study covered areas such as locations of states, time zones, climatic and physical regions, economic areas, and transportation routes. Students also read about selected historical figures, and wrote themes about them.

C. Standardized Testing

The instructor expressed the opinion that vocabulary on the Health Behavior Inventory presented difficulty to students on the pretest. As a result, many of these terms were incorporated into vocabulary study during the program period.

D. Student Comments

At the end of the year, students wrote themes entitled, "My Feelings About the Class." Listed below are excerpts from these papers which either support evaluative material previously presented or are of human interest value.

1. "There isn't anything or anyone that I don't like in my class. We all try hard to get along with each other, and we do. We share ideas, and we compromise."

2. "This class has also given me a little responsibility. I was the librarian in our class. . . I enjoyed being a person who is depended on. . ."

3. "I read more books this year than any other year. . ."

4. "I love reading much, much more now. Ever since I came into this class I read exactly twenty one books."

5. "I care about how I look now. I try to keep neat and clean. When I put make-up on it is the right amount. It isn't all globbed on."

E. Comments of Institution Administrator

The hygiene and health instruction was viewed as being the strong area of the program. The administrator observed that grooming habits of the girls greatly improved. She felt, however, that other instructional units were too progressive in presentation with many of the materials being too sophisticated for the students.

F. Teacher Opinionnaire

The teacher opinionnaire is shown in Appendix B.

APPENDIX A

TEACHER'S ASSESSMENT OF PUPIL PROGRESS

ST. YVES' REMEDIAL PROGRAM

TEACHERS' ASSESSMENT OF PUPIL PROGRESS

Student's Name ______________________ Birthdate ______________ Grade ________

School ______________________ Teacher ______________________

Instructions:

1. This report is prepared on NCR paper. No carbon paper is necessary. The white copy is for your records.
2. Make initial assessment and submit yellow sheet to Office of Compensatory Education.
3. Three evaluations in addition to the initial assessment will be due in this office on the following dates:

Friday, December 12, 1969 (submit blue copy)

Friday, February 27, 1970 (submit pink copy)

Friday, May 8, 1970 (submit green copy)

NOTE: Each time you evaluate student progress, rate observations on the basis of the initial assessment.

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
1. Reading Skills						
Comprehends what has read						
Understands reading vocabulary						
Can read orally						
Knows how to use dictionary						
Has an interest in reading						

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
2. Listening Skills						
Listens to acquire meaning						
Listens to follow directions						
Listens to make an evaluation						
Listens to enjoy						
3. Writing Skills						
Uses correct letter forms						
Uses correct capitalization rules						
Expresses ideas through informational writing						
Uses descriptive adjectives						
Participates in creative writing						
4. Arithmetic Skills						
Understands concepts						
Uses computational skills						
Applies learned skills						
Accuracy in computations						
Has in interest in arithmetic						
5. Health and Hygiene						
Personal Hygiene						
a. grooming						
b. dental						

	Initial Assessment			Evaluation		
	Poor	Fair	Good	Little Progress	Some Progress	Substantial Progress
c. hair						
d. fingernails						
e. body cleanliness						
f. physical fitness (exercise)						
2. Mental Health						
a. honesty						
b. reliability						
c. self-control						
Understands biological aspects of body						
Understands nutritional aspects of diet						
6. Social and Emotional Adjustment						
Cooperation						
Work habits						
Attitude toward others						
Attitude toward self						

COMMENTS (if applicable):

1. Initial Assessment ____________________
2. First Evaluation ____________________
3. Second Evaluation ____________________
4. Final Evaluation ____________________

APPENDIX B

TITLE I TEACHER OPINIONNAIRE

(Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not apply to your project, please indicate by placing N/A in the space provided.

Title I Project Regular St. Yves Program

Grade Levels Represented 7 thru 12

Number of Children in Each Grade Level ____________

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

None				1		Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None			1			Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None				1		Very Much
	1	2	3	4	5	

4. Developed and improved vocabulary.

None			1			Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None					1	Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None			1			Very Much
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 2

7. To what extent did pupils demonstrate a positive attitude toward school?

Decrease	1	2	3	4	5	Increase
					1	

8. To what extent did pupils demonstrate a change in self-concept?

Decrease	1	2	3	4	5	Increase
				1		

9. To what extent did pupils demonstrate a positive social change?

Decrease	1	2	3	4	5	Increase
				1		

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

Minimum	1	2	3	4	5	Maximum	N/A
							1

11. In your opinion, was the role of the family-aide well defined?

Inadequate	1	2	3	4	5	Adequate	N/A
							1

12. To what extent did the family-aide contribute to the effectiveness of the program?

Negligible	1	2	3	4	5	Significantly	N/A
							1

13. In your opinion, did you have sufficient contact with the parents?

Inadequate	1	2	3	4	5	Adequate	N/A
							1

14. In your opinion, is the family-aide an essential component of the program?

Unnecessary	1	2	3	4	5	Necessary	N/A
							1

15. Was the room where you conducted your classes adequate?

Inadequate	1	2	3	4	5	Adequate
		1				

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible____ ____ ____ ____ ____Significantly __1__N/A
1 2 3 4 5

17. In your opinion, were the inservice sessions well planned?

Poor____ ____ ____ ____ ____Good N/A
1 2 3 4 5

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible____ ____ ____ ____ ____Significantly __1__N/A
1 2 3 4 5

19. In your opinion, were the orientation sessions well planned?

Poor____ ____ ____ ____ ____Good __1__N/A
1 2 3 4 5

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate____ ____ ____ ____ ____Adequate __1__N/A
1 2 3 4 5

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes____No____ __1__N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3____4-6____7-10_1___Other____

23. Were the instruments used for student selection appropriate?

Inappropriate____ ____ __1__ ____ ____Appropriate ____N/A
1 2 3 4 5

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate____ ____ __1__ ____ ____Appropriate
1 2 3 4 5

Title I Teacher Opinionnaire
Page 4

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

1 N/A

________ __________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

__________________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

__________________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

__________________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

__________________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

__________________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

Inadequate ___ ___ ___ ___ ___ Adequate ___1___ N/A
1 2 3 4 5

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.

N/A

28. Please list any materials that you found effective that could be adopted for use by the entire program.

29. Which activities or projects, if any, were most effective?

30. Which activities or projects, if any, were least effective?

31. What recommendations, if any, do you have to improve the program?

ST. JUDES SUMMER PROGRAM

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity St. Judes Ranch

1st Objective a) To increase listening skills

b) To increase reading skills

Table IV	a			b		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	2	0	2	1	0	3
4-6	3	2	2	2	1	4
7-9	1	1	4	4	0	2
10-12	3	1	0	0	1	3
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activit-- Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity St. Judes Ranch

c) To develop communication skills

2nd Objective To develop positive attidues toward self

Table IV

Grade Level	c			2nd Objective		
	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3	2	0	2	2	0	2
4-6	6	2	0	2	0	6
7-9	3	3	1	6	0	1
10-12	1	0	1	0	0	2
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Listening Vocabulary	Same
Form of Test		Intermediate DE	Intermediate DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	16
RAW SCORE**	Mean	53.94	51.75
	Standard Deviation	14.30	16.94
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	14
	50th " "	12	13
	25th " "	7	9
	15th " "	6	5
	10th " "	5	3

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Listening Paragraphs	Same
Form of Test		Intermediate DE	Intermediate DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	16
RAW SCORE**	Mean	25.25	27.50
	Standard Deviation	6.50	9.25
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	16
	50th " "	16	14
	25th " "	15	11
	15th " "	11	8
	10th " "	9	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Total Listening	Same
Form of Test		Intermediate DE	Intermediate DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	16
RAW SCORE**	Mean	79.19	79.25
	Standard Deviation	17.13	24.01
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	15
	50th " "	16	13
	25th " "	11	12
	15th " "	7	9
	10th " "	5	6

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Reading Vocabulary	Same
Form of Test		Intermediate DE	Intermediate DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	15
RAW SCORE**	Mean	42.19	41.87
	Standard Deviation	14.91	17.67
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	14	15
	50th " "	13	12
	25th " "	10	11
	15th " "	8	8
	10th " "	5	6

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Paragraph Reading	Same
Form of Test		Intermediate DE	Intermediate DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	15
RAW SCORE**	Mean	25.44	27.20
	Standard Deviation	9.37	11.21
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	15
	50th " "	14	13
	25th " "	10	9
	15th " "	6	7
	10th " "	6	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Total Reading	Same
Form of Test		Intermediate DE	Intermediate DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	15
RAW SCORE**	Mean	67.63	69.07
	Standard Deviation	23.15	27.81
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	15
	50th " "	14	12
	25th " "	11	11
	15th " "	9	9
	10th " "	7	8

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Listening Vocabulary	Same
Form of Test		Advanced DE	Advanced DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-11	8-11
Number of Students Tested		6	6
RAW SCORE**	Mean	110.66	120.66
	Standard Deviation	30.18	29.85
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	6
	50th " "	5	5
	25th " "	4	2
	15th " "	3	0
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Listening Paragraphs	Same
Form of Test		Advanced DE	Same
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-11	8-11
Number of Students Tested		6	6
RAW SCORE**	Mean	24.83	28.83
	Standard Deviation	4.63	2.34
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	6
	50th " "	6	5
	25th " "	4	2
	15th " "	1	2
	10th " "	1	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Total Listening	Same
Form of Test		Advanced DE	Advanced DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-11	8-11
Number of Students Tested		6	6
RAW SCORE**	Mean	135.50	149.50
	Standard Deviation	34.32	31.58
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	6
	50th " "	5	5
	25th " "	4	3
	15th " "	2	0
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Reading Vocabulary	Same
Form of Test		Advanced DE	Advanced DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-11	8-11
Number of Students Tested		6	6
RAW SCORE**	Mean	42.19	41.87
	Standard Deviation	14.91	17.67
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	5	5
	50th " "	5	3
	25th " "	1	2
	15th " "	1	1
	10th " "	0	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Reading Paragraphs	Same
Form of Test		Advanced DE	Advanced DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-11	8-11
Number of Students Tested		6	6
RAW SCORE**	Mean	25.44	27.20
	Standard Deviation	9.37	11.21
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	5	6
	50th " "	4	3
	25th " "	3	2
	15th " "	2	2
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Durrell Listening-Reading Series Total Reading	Same
Form of Test		Advanced DE	Advanced DE
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-11	8-11
Number of Students Tested		6	6
RAW SCORE**	Mean	67.63	69.07
	Standard Deviation	23.15	27.81
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	6
	75th " "	6	5
	50th " "	5	3
	25th " "	3	1
	15th " "	1	1
	10th " "	1	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		SRA Achievement Test Capitalization and Punctuation	Same
Form of Test		Battery 2-4C	Battery 2-4D
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-5	3-5
Number of Students Tested		8	8
RAW SCORE**	Mean	35.75	39.25
	Standard Deviation	6.28	9.59
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	8	8
	75th " "	8	8
	50th " "	8	6
	25th " "	6	3
	15th " "	6	2
	10th " "	4	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		SRA Achievement Test Grammatical Usage	Same
Form of Test		Battery 2-4-C	Battery 2-4D
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-5	3-5
Number of Students Tested		8	8
RAW SCORE**	Mean	22.25	25.38
	Standard Deviation	5.24	6.30
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	8	8
	75th " "	8	7
	50th " "	8	7
	25th " "	7	5
	15th " "	7	2
	10th " "	6	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		SRA Achievement Test Spelling	Same
Form of Test		Battery 2-4-C	Battery 2-4-D
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-5	3-5
Number of Students Tested		8	8
RAW SCORE**	Mean	12.13	10.88
	Standard Deviation	5.30	5.39
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	8	8
	75th " "	8	8
	50th " "	5	7
	25th " "	2	4
	15th " "	2	1
	10th " "	1	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		SRA Achievement Test Spelling	Same
Form of Test		Multilevel C	Multilevel D
Date test administered		June, 1970	July, 1970
Grade or Grade Level		6-11	6-11
Number of Students Tested		14	14
RAW SCORE**	Mean	22.14	28.21
	Standard Deviation	4.91	8.47
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	12	12
	75th " "	12	11
	50th " "	11	9
	25th " "	8	5
	15th " "	4	2
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		SRA Achievement Test Total Language	Same
Form of Test		Battery 2-4-C	Battery 2-4-D
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-5	3-5
Number of Students Tested		8	8
RAW SCORE**	Mean	70.13	75.50
	Standard Deviation	15.31	19.98
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	8	8
	75th " "	8	8
	50th " "	8	7
	25th " "	7	5
	15th " "	5	2
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		SRA Achievement Grammatical Usage	Same
Form of Test		Multilevel C	Multilevel D
Date test administered		June, 1970	July, 1970
Grade or Grade Level		6-11	6-11
Number of Students Tested		14	14
RAW SCORE**	Mean	28.57	32.43
	Standard Deviation	7.47	4.91
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	14	13
	75th " "	14	13
	50th " "	13	10
	25th " "	8	8
	15th " "	7	3
	10th " "	5	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Personal Adjustment	Same
Form of Test		Elementary AA	Elementary BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	16
RAW SCORE**	Mean	39.63	41.69
	Standard Deviation	7.07	11.53
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	16
	50th " "	16	15
	25th " "	9	7
	15th " "	3	5
	10th " "	3	5

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Social Adjustment	Same
Form of Test		Elementary AA	Elementary BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	16
RAW SCORE**	Mean	39.88	45.13
	Standard Deviation	11.61	12.20
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	15
	50th " "	16	14
	25th " "	11	10
	15th " "	10	7
	10th " "	10	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		Elementary AA	Elementary BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		3-7	3-7
Number of Students Tested		16	16
RAW SCORE**	Mean	79.5	86.82
	Standard Deviation	15.97	22.15
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	16	16
	75th " "	16	16
	50th " "	16	15
	25th " "	9	9
	15th " "	9	7
	10th " "	9	7

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Personal Adjustment	Same
Form of Test		Intermediate AA	Intermediate BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-9	8-9
Number of Students Tested		3	3
RAW SCORE**	Mean	54.67	57.33
	Standard Deviation	8.66	8.73
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	3
	25th " "	2	2
	15th " "	2	1
	10th " "	2	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for *each* test administered and report all data by *each* grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Social Adjustment	Same
Form of Test		Intermediate AA	Intermediate BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-9	8-9
Number of Students Tested		3	3
RAW SCORE**	Mean	51.33	65.33
	Standard Deviation	13.12	2.63
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	3
	25th " "	3	1
	15th " "	1	0
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		Intermediate AA	Intermediate BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		8-9	8-9
Number of Students Tested		3	3
RAW SCORE**	Mean	106.0	122.67
	Standard Deviation	21.12	6.66
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	3
	25th " "	2	2
	15th " "	1	0
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Personal Adjustment	Same
Form of Test		Secondary AA	Secondary BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		2	2
RAW SCORE**	Mean	42.5	42.0
	Standard Deviation	10.5	11.0
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	2	2
	75th " "	2	2
	50th " "	2	2
	25th " "	2	2
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Social Adjustment	Same
Form of Test		Secondary AA	Secondary BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		2	2
RAW SCORE**	Mean	51.5	45.0
	Standard Deviation	3.5	9.0
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	2	2
	75th " "	2	2
	50th " "	2	2
	25th " "	2	2
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Personality Total Adjustment	Same
Form of Test		Secondary AA	Secondary BB
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		2	2
RAW SCORE**	Mean	94.0	87.0
	Standard Deviation	14.0	20.0
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	2	2
	75th " "	2	2
	50th " "	2	2
	25th " "	2	2
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The St. Jude's project evaluation consisted of a pretest-posttest assessment as stated in the project objectives. The objectives are stated below followed by the indicated test results.

Objective #1: Students will increase their knowledge of communication skills--listening, reading, and writing--as measured by the S.R.A. Achievement Series and the Durrell Reading-Listening Series.

The Durrell Reading-Listening Series is designed to provide a comparison of the child's reading and listening abilities. The listening section of the test may be thought of as the potential level at which the student can function. Pretest-posttest information for the Durrell Reading-Listening Series is presented on the following charts.

CHART 1
Pretest-Posttest Comparisons
Durrell Listening-Reading Series
(Grades 3-7, N=16)

	Listening			Reading		
	Vocabulary	Paragraph	Total	Vocabulary	Paragraph	Total
Pretest	5.4	3.8	4.8	4.2	3.8	4.0
Posttest	5.2	4.2	4.8	4.2	4.1	4.1
Gain	-.2	.4	.0	.0	.3	.1

CHART 2
Pretest-Posttest Comparisons
Durrell Listening-Reading Series
(Grades 8-11, N=6)

	Listening			Reading		
	Vocabulary	Paragraph	Total	Vocabulary	Paragraph	Total
Pretest	7.0	5.4	6.8	7.1	6.9	7.1
Posttest	7.4	6.2	7.3	7.6	7.4	7.6
Gain	.4	.8	.5	.5	.5	.5

The presented results for grades 3 through 7 demonstrate a growth of approximately 4 months in paragraph listening and 3 months in paragraph reading. No gain was achieved in either the listening vocabulary or the reading vocabulary for the group as a whole.

Students who took the advanced level test, or students in grades eight through eleven, demonstrated the unusual characteristic of scoring higher on the reading section of the test than on the listening section. Every student tested scored higher on paragraph reading than on paragraph listening. Assuming the correct administration of the test, it would appear that the students were very poor listeners and apparently have an extremely short attention span. Each subtest score and the total scores for both listening and actual reading do indicate growths of approximately 5 months for the group at large.

The language section of the S.R.A. Achievement Test, Battery 2-4, was administered to students in grades three through five. Chart 3 provides subtest scores in capitalization and punctuation, grammatical usage, spelling, and total language.

CHART 3
Pretest-Posttest Comparisons
SRA Achievement Test, Battery 2-4
(Grades 3,4,5, N=8)

	Capitalization Punctuation	Grammatical Usage	Spelling	Total
Pretest	2.8	2.5	3.7	2.9
Posttest	3.2	3.3	3.5	3.3
Gain	.4	.8	-.2	.4

CHART 4
Pretest-Posttest Comparisons
SRA Achievement Test, Multilevel
(Grades 6-11, N=14)

	Grammatical Usage	Spelling
Pretest	5.9	6.7
Posttest	6.9	7.3
Gain	1.0	.6

Students demonstrated considerable success in grammatical usage. As can be seen in the charts above, both groups made nearly a one-year growth in grammatical usage. Considerable improvement was observed in spelling for the older group. However, spelling scores appeared to have suffered a regression for grades 3, 4, and 5.

Satisfactory achievement of Objective #1 can be inferred by study of the results from the S.R.A. Achievement Series and the Durrell Listening-Reading Series.

Objective #2: Students will develop more positive attitudes toward self as measured by the California Test of Personality.

Three levels of the California Test of Personality were administered to the students, depending upon age or grade classification. A summary of percentile ranks, mean scores, and standard deviations are included in Table V. The only group large enough for statistical analysis was grades three through seven. In each of the sections, Personal Adjustment, Social Adjustment, and Total Adjustment, positive trends were established, although the differences were not sufficient to be statistically significant.

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

A. Objective #1: Students will increase their knowledge in the communication skills of listening, reading, and writing.

Teacher opinion of student progress was solicited by asking teachers to complete a Teacher's Assessment of Pupil Progress form for each program participant. A copy is attached in Appendix A to this activity evaluation. An initial assessment was completed at the beginning of the program, wherein teachers rated students poor, fair, or good on specific items listed under categories of listening skills, writing skills, and reading skills. At the end of the program, teachers evaluated students on the same items by indicating no progress, little progress, some progress, or substantial progress.

Analyzation of teacher opinion was accomplished by computing a "t" ratio on the pre-post mean differences of each category. Values of 1, 2, and 3 were assigned to poor, fair, and good, respectively, on the initial assessment. Similarly, values of 0, 1, 2, and 3 were assigned to the no progress, little progress, some progress, and substantial progress indicators of the evaluation (post) section. The post score was derived by summing scores of the initial assessment to scores of the evaluation section.

Presented below are data for each of the three categories.

1. Listening Skills:

Items checked by teachers to rate student progress were: (1) listens to acquire meaning; (2) listens to follow directions; (3) listens to make an evaluation; and (4) listens to enjoy.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	6.68	16.32
Standard Deviation	2.62	3.98
Standard Error of the Mean	.57	.87

Post Mean - Pre Mean	9.64
Standard Error of the Mean	1.04

t = 9.27 Significant at the 1% level of confidence

2. Writing Skills:

Teachers rated students on the following items: (1) spells needed words correctly; (2) uses correct letter forms in handwriting; (3) expresses ideas through informational writing; (4) participates in creative writing; and (5) uses correct punctuation rules.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	7.91	18.50
Standard Deviation	2.73	5.04
Standard Error of the Mean	.60	1.10

Post Mean - Pre Mean	10.59
Standard Error of the Mean	1.25

t = 8.47 Significant at 1% level of confidence

3. Reading Skills:

Items for reading skills to measure student progress were: (1) has an interest in reading; (2) comprehends what has read; (3) can read orally; (4) understands reading vocabulary; and (5) can follow directions.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	8.32	18.77
Standard Deviation	2.62	6.27
Standard Error of the Mean	.57	1.37

Post Mean - Pre Mean	10.45
Standard Error of the Mean	1.48

t = 7.06 Significant at 1% level of confidence

Teacher opinion indicates satisfactory accomplishment of this objective. This is consistent with overall gains shown on the standardized test data, previously presented in this evaluation.

B. Objective #2: Students will develop more positive attitudes toward themselves.

The program psychologist completed a report on student behavior on a pre-post basis (copy attached in Appendix B). For computation purposes, this form also contained ratings of poor, fair and good on the pre, or initial assessment, and ratings of no progress, little progress, some progress, and substantial progress on the post, or evaluation section. Again, numerical substitutions for the rating indicators were made and a "t" ratio computed.

	(Pre) Initial Assessment	(Post) Evaluation
Set Means	17.05	19.14
Standard Deviation	4.41	3.68
Standard Error of the Mean	.96	.80

Post Mean - Pre Mean	2.09
Standard Error of the Mean	1.25

t = 1.67

Items checked by the psychologist to rate attitudes were: (1) classroom behavior; (2) attitude toward teacher; (3) attitude toward peers; (4) attitude toward self; (5) reliability; (6) self-control; (7) cooperation; and (8) oral response.

In the expressed opinion of the psychologist, this tool was unsatisfactory for determining changes in student attitude. His main criticism was that the items lacked definitiveness.

Significant progress in meeting this objective was not made according to the statistical analysis of traits observed by the psychologist.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Field Trips

Weekly field trips were scheduled to provide a stimulus to students to communicate. Students maintained a notebook in which they recorded impressions from the trips and presented drawings. The tour of Nellis Air Force Base and the Thunderbirds was by far the favorite of the students; their interest lagged at Mt. Charleston nearly as much as the Air Force Base tour excited them. Except for the trip to Nellis, where the students had a meal at the base, a picnic lunch for each trip was prepared by the Ranch kitchen staff, sometimes including a cookout. The six field trips included the Valley of Fire and the Lost City Museum, Willow Beach and the fish hatchery, Lake Mead and a guided tour of the park facilities, the game preserve at Corn Creed Ranch followed by Tule Springs for a picnic, Nellis Air Force Base, and Mt. Charleston which included a talk by a forest ranger.

B. Behavior Modification Procedure

At the beginning of the program, each student was given a "work record" card, on which earned points for good behavior were recorded. Each student was responsible for the safekeeping of his card. As points were accumulated on the card, the students were free to "spend" them for Ranch privileges after the end of the Title I program day. There were three ways students could spend their earned points: (1) for 10 points they could purchase a soft drink or ice cream from the Ranch kitchen; (2) for 30 points they could schedule a trip to go water skiing and boating; and (3) for 30 points they could schedule a trip to swim in the private pool of one of the Ranch employees.

Desirable behavior for which points were given included:

- coming to class on time
- doing assigned work promptly
- working for accuracy
- working without disturbing others
- asking for assistance only when needed

Social reinforcement was given immediately for the above items. Undesirable behavior was ignored as much as possible.

The program staff felt this method to be successful in sustaining desirable behavior. It was, however, felt to be more effective with the younger children than with the teenagers.

C. Recommendations by Ranch Program Coordinator

1. Teachers and staff should be involved in the selection of tests. (Note: The Ranch administrator did help select the tests. However, he terminated at St. Jude's shortly before the program began. Since tests were selected prior to proposal submission and teachers hired after program approval, it was not possible to involve teachers in selecting the tests. Teachers did not voice concern about the testing instruments, however, in program implementation planning sessions held prior to the pretest dates.

2. Money should be allocated in the program budget for field trip transportation.

3. Programs at St. Jude's need to be success-oriented for the students.

APPENDIX A

TEACHER'S ASSESSMENT OF PUPIL PROGRESS

1970 ST. JUDE'S SUMMER PROGRAM

TEACHER'S ASSESSMENT OF PUPIL PROGRESS

Student's Name____________________________Birthdate__________________Grade______________

Teacher__________________________

Teacher Opinion of Pupil Progress to be completed for each student at beginning and at end of program.

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
1. Listening Skills							
Listens to acquire meaning	___	___	___	___	___	___	___
Listens to follow directions	___	___	___	___	___	___	___
Listens to make an evaluation	___	___	___	___	___	___	___
Listens to enjoy	___	___	___	___	___	___	___
2. Writing							
Spells needed words correctly	___	___	___	___	___	___	___
Uses correct letter forms in handwriting	___	___	___	___	___	___	___
Expresses ideas through informational writing	___	___	___	___	___	___	___
Participates in creative writing	___	___	___	___	___	___	___
Uses correct punctuation rules	___	___	___	___	___	___	___

1970 St. Jude's Summer Program
Teacher's Assessment of Pupil Progress (Continued)

	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
2. Reading							
Has an interest in Reading	____	____	____	____	____	____	____
Comprehends what has read	____	____	____	____	____	____	____
Can read orally	____	____	____	____	____	____	____
Understands reading vocabulary	____	____	____	____	____	____	____
Can follow directions	____	____	____	____	____	____	____

APPENDIX B

PSYCHOLOGIST'S ASSESSMENT OF PUPIL PROGRESS

1970 ST. JUDE'S SUMMER PROGRAM

PSYCHOLOGIST'S ASSESSMENT OF PUPIL PROGRESS

Student's Name ______________________ Birthdate ____________ Grade _____

School ______________________ Teacher ____________________

	Initial Assessment			Evaluation			
	Poor	Fair	Good	No Progress	Little Progress	Some Progress	Substantial Progress
Classroom behavior	___	___	___	___	___	___	___
Attitude toward teacher	___	___	___	___	___	___	___
Attitude toward peers	___	___	___	___	___	___	___
Attitude toward self	___	___	___	___	___	___	___
Reliability	___	___	___	___	___	___	___
Self-control	___	___	___	___	___	___	___
Cooperation	___	___	___	___	___	___	___
Oral Response	___	___	___	___	___	___	___

Note: To be completed on a pre-post program basis.

SPRING MOUNTAIN SUMMER PROGRAM

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activit-- Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Spring Mountain Youth Camp
1st Objective To improve Reading skills
2nd Objective To improve Arithmetic skills

Table IV	1st Objective			2nd Objective		
Grade Level	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3						
4-6						
7-9	12	2	1	11	1	3
10-12	11	3	5	16	0	3
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Reading Vocabulary	Same
Form of Test		Junior High, Form X	Junior High, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		15	15
RAW SCORE**	Mean	7.63	8.59
	Standard Deviation	1.22	1.25
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	14
	50th " "	13	12
	25th " "	9	3
	15th " "	6	2
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Reading Comprehension	Same
Form of Test		Junior High, Form X	Junior High, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		15	15
RAW SCORE**	Mean	7.09	7.65
	Standard Deviation	1.20	1.35
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	14
	50th " "	14	14
	25th " "	13	9
	15th " "	10	5
	10th " "	5	5

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for _each_ test administered and report all data by _each_ grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Total Reading	Same
Form of Test		Junior High, Form X	Junior High, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		15	15
RAW SCORE**	Mean	7.23	8.01
	Standard Deviation	1.17	1.29
Number of _Students_ Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	14	13
	50th " "	13	12
	25th " "	11	6
	15th " "	8	4
	10th " "	6	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Arithmetic Reasoning	Same
Form of Test		Junior High, Form X	Junior High, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		15	15
RAW SCORE**	Mean	7.34	8.15
	Standard Deviation	.97	.98
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	14
	50th " "	14	14
	25th " "	13	8
	15th " "	9	4
	10th " "	9	4

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Arithmetic Fundamentals	Same
Form of Test		Junior High, Form X	Junior High, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		15	15
RAW SCORE**	Mean	7.00	7.67
	Standard Deviation	.82	1.28
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	14
	50th " "	14	14
	25th " "	14	10
	15th " "	11	5
	10th " "	9	4

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Total Arithmetic	Same
Form of Test		Junior High, Form X	Junior High, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		15	15
RAW SCORE**	Mean	7.17	7.91
	Standard Deviation	.74	1.07
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	15	15
	75th " "	15	14
	50th " "	14	14
	25th " "	14	10
	15th " "	10	6
	10th " "	10	4

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Reading Vocabulary	Same
Form of Test		Advanced, Form X	Advanced, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		19	19
RAW SCORE**	Mean	10.25	10.49
	Standard Deviation	2.01	1.88
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	19	19
	75th " "	17	16
	50th " "	12	12
	25th " "	7	5
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Reading Comprehension	Same
Form of Test		Advanced, Form X	Advanced, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		19	19
RAW SCORE**	Mean	9.37	10.41
	Standard Deviation	1.82	2.21
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	19	18
	75th " "	18	17
	50th " "	17	12
	25th " "	8	7
	15th " "	5	3
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Total Reading	Same
Form of Test		Advanced, Form X	Advanced, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		19	19
RAW SCORE**	Mean	9.79	10.48
	Standard Deviation	1.89	1.96
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	19	19
	75th " "	18	16
	50th " "	16	13
	25th " "	6	5
	15th " "	5	3
	10th " "	4	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Arithmetic Reasoning	Same
Form of Test		Advanced, Form X	Advanced, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		19	19
RAW SCORE**	Mean	9.22	10.29
	Standard Deviation	2.26	2.49
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	19	18
	75th " "	18	15
	50th " "	16	12
	25th " "	11	7
	15th " "	8	3
	10th " "	7	3

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all **standardized** tests used in determining the extent to which activity objectives **have** been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Arithmetic Fundamentals	Same
Form of Test		Advanced, Form X	Advanced, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		19	19
RAW SCORE**	Mean	8.91	10.78
	Standard Deviation	2.14	2.54
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	19	19
	75th " "	19	15
	50th " "	14	10
	25th " "	10	7
	15th " "	7	2
	10th " "	7	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test Total Arithmetic	Same
Form of Test		Advanced, Form X	Advanced, Form W
Date test administered		June, 1970	July, 1970
Grade or Grade Level		10-11	10-11
Number of Students Tested		19	19
RAW SCORE**	Mean	9.00	10.62
	Standard Deviation	1.99	2.36
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	19	19
	75th " "	19	14
	50th " "	15	12
	25th " "	10	6
	15th " "	8	3
	10th " "	8	3

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Occupational Interest Inventory Personal-Social	Same
Form of Test		Intermediate 7 - Adult	Intermediate 7 - Adult
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-11	7-11
Number of Students Tested		33	33
RAW SCORE**	Mean	17.72	18.67
	Standard Deviation	6.10	6.08
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	27	27
	75th " "	26	21
	50th " "	17	17
	25th " "	4	2
	15th " "	3	2
	10th " "	3	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V 7 Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Occupational Interest Inventory Natural	Same
Form of Test		Intermediate - 7 Adult	Intermediate - 7 Adult
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-11	7-11
Number of Students Tested		33	33
RAW SCORE**	Mean	18.21	16.64
	Standard Deviation	6.88	7.43
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	31	32
	75th " "	29	28
	50th " "	23	25
	25th " "	12	15
	15th " "	8	12
	10th " "	8	12

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Occupational Interest Inventory Mechanical	Same
Form of Test		Intermediate 7 - Adult	Intermediate 7 - Adult
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-11	7-11
Number of Students Tested		33	33
RAW SCORE**	Mean	24.06	21.42
	Standard Deviation	5.62	8.00
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	28	26
	75th " "	26	26
	50th " "	16	22
	25th " "	4	13
	15th " "	0	9
	10th " "	1	9

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Occupational Interest Inventory Business	Same
Form of Test		Intermediate 7-Adult	Intermediate 7 - Adult
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-11	7-11
Number of Students Tested		33	33
RAW SCORE**	Mean	19.33	20.18
	Standard Deviation	3.61	6.61
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	33	30
	75th " "	27	24
	50th " "	19	19
	25th " "	8	7
	15th " "	0	3
	10th " "	0	3

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Occupational Interest Inventory Arts	Same
Form of Test		Intermediate 7 - Adult	Intermediate 7 - Adult
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-11	7-11
Number of Students Tested		33	33
RAW SCORE**	Mean	17.97	20.91
	Standard Deviation	4.91	7.40
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	31	26
	75th " "	30	18
	50th " "	20	13
	25th " "	11	10
	15th " "	7	8
	10th " "	7	8

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		Occupational Interest Inventory Science	Same
Form of Test		Intermediate 7 - Adult	Intermediate 7 - Adult
Date test administered		June, 1970	July, 1970
Grade or Grade Level		7-11	7-11
Number of Students Tested		33	33
RAW SCORE**	Mean	20.76	20.79
	Standard Deviation	5.40	6.06
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	30	32
	75th " "	28	29
	50th " "	23	22
	25th " "	13	11
	15th " "	7	8
	10th " "	7	8

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The evaluation design for the Spring Mountain Youth Camp was designed for two purposes. The first purpose was to provide pretest-posttest data to assess student growth in reading and arithmetic. The second purpose was to provide the staff and students with information that would be of value in occupational guidance.

Objective #1: To increase student reading abilities through emphasis on vocabulary development, word analysis, and comprehension.

Charts 1 and 2 provide pretest-posttest comparisons for reading vocabulary and reading comprehension.

CHART 1
Pretest-Posttest Comparison
California Achievement Test - Junior High Level
(Grades 7, 8, 9, N = 15)

	Reading Vocabulary	Reading Comprehension	Total Reading
Pretest	7.6	7.1	7.2
Posttest	8.6	7.7	8.0
Gain	1.0	.6	.8

CHART 2
Pretest-Posttest Comparison
California Achievement Test - Advanced Level
(Grades 10, 11, 12, N=19)

	Reading Vocabulary	Reading Comprehension	Total Reading
Pretest	10.3	9.4	9.8
Posttest	10.5	10.4	10.5
Gain	.2	1.0	.7

According to Charts 1 and 2, substantial progress in all subtest areas was made. The actual program was only six weeks in duration. However, the mean gain scores for the group ranged from two months to one year. With the exception of reading vocabulary at the advanced level, the subtest scores represented gains of from four to eight months for each month spent in the program. On this basis, Objective #1 was achieved.

Objective #2: To increase student arithmetic skills in dealing with numbers, number relations, and mathematical concepts by means of a course focusing on decimals, fractions, algebraic concepts.

The California Achievement Test provides subtest scores of arithmetic reasoning and arithmetic computations. A total arithmetic score is derived from the two subtests which represent the students' overall mathematical ability. The junior high level and the advanced level were used to assess student progress in relationship to Objective #2. Charts 3 and 4 provide comparative data for both levels tested.

CHART 3
Pretest-Posttest Comparison
California Achievement Test - Junior High Level
(Grades 7, 8, 9, N = 15)

	Arithmetic Reasoning	Arithmetic Fundamentals	Total Arithmetic
Pretest	7.3	7.0	7.2
Posttest	8.2	7.7	7.9
Gain	.9	.7	.7

CHART 4
Pretest-Posttest Comparison
California Achievement Test - Advanced Level
(Grades 10, 11, 12, N= 19)

	Arithmetic Reasoning	Arithmetic Fundamentals	Total Arithmetic
Pretest	9.2	8.9	9.0
Posttest	10.3	10.9	10.6
Gain	1.1	2.0	1.6

The growth experienced by both groups, as presented in Charts 3 and 4, was very substantial in all areas of arithmetic, demonstrating growth from seven months to two years. This evidence would more than justify the attainment of Objective #2 for the group at large.

Objective #3: To provide students with the opportunity to make an organized assessment of individual vocational interests and aptitudes and to provide for researching vocational areas that are within the scope of interest and aptitude.

Each student that participated in the program was administered the Flanagan Aptitude Classification Tests. The Occupational Interest Inventory was also administered. On the basis of the results from these two instruments and scholastic achievement records, students were counseled in areas of interest that were within their range of aptitudes. The Occupational Interest Inventory was also administered as a posttest. The posttest administration was for the purpose of observing changes of interest upon completion of the program. According to Table V, changes of interest for the group as a whole resulted. However, this information tells very little regarding the individual student.

The results from the pretest-posttest Occupational Interest Inventory and the Flanagan Aptitude Classification Test were utilized to make a value judgment regarding the occupational interest area of the student.

The nonparametric sign test was utilized in this evaluation. Students that demonstrated an area of interest compatible with their aptitude scores were assigned a plus (+) value. Those students whose interest areas did not seem to be compatible with aptitude scores were assigned a negative (-) value. In several cases, the areas of aptitude and the areas of interest indicated no definite relationship. However, if the selected occupation of the student remained the same, the student was assigned a positive value.

CHART 5

Comparison of Area of Interest and Aptitude Flanagan Aptitude Classification Test and Occupational Interest Inventory Sign Test

N=34

Category	Observed	Expected	$(O-E)^2$	$\frac{(O-E)^2}{E}$
+	23	17	36	2.12
-	11	17	36	2.12
				$x^2 = 4.24$*

*Significant at 5% level of confidence

The Chi Square value was just large enough to be significant at the five percent level of confidence. The presented results are only an indication of established trends and few broad generalizations can be made because of the subjective nature of the assigned values.

Based on the available information, it would appear that some students were assisted in choosing an occupational area that was compatible with their aptitude and ability.

2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

Staff opinion reflects success in meeting all program objectives. Students successfully completing course work received one-half credit for each subject. Report cards were sent to parents on which notations of grades earned and areas of strengths and weaknesses were made.

A. Objective #1: To increase student reading abilities through emphasis on vocabulary development, word analysis, and comprehension.

According to teacher records, an average gain of six months in reading was achieved during the program. Grades received by students were as follows:

Grade	Number of Students Receiving Grade
A	1
B	16
C	16
D	2

Students were graded on their own progress and quality of work. On student grade reports sent the parents, the teacher made special mention of vocabulary and/or comprehension improvement in fifteen cases, and general reading improvement in seven cases.

The materials used were felt to be highly successful in motivating the students. The S.R.A. Reading Laboratory enabled students to work at their own level of comprehension and vocabulary. This was supplemented by programmed vocabulary material and reading development films, prepared drills in spelling and word meaning, dictionary practice, and writing assignments. It was noted that students worked willingly at their tasks once they realized that their competition was only themselves. It was also noted that many students appeared to appreciate the opportunity to work quietly in a laboratory setting. Some students seemed to develop new interest in reading. One pupil even completed reading his first novel during the program.

B. Objective #2: To increase student arithmetic skills in dealing with numbers, number relations, and mathematical concepts by means of a course focusing on decimals, fractions, and algebraic concepts.

Student deficiencies in mathematics were too great to emphasize abstract or theoretical concepts. Therefore, instruction concentrated on basic fundamentals of addition, subtraction, multiplication, division, fractions, and decimals. Students, again, worked at their own pace and were graded accordingly. According to teacher records an average gain of 1.1 years was made. Grades received by students were as follows.

Grade	Number of Students Receiving Grade
A	7
B	14
C	14
D	2
Pass	1

C. Objective #3: To provide students with the opportunity to make an organized assessment of individual vocational interests and aptitudes and to provide opportunity for researching vocational areas that are within the scope of interest and aptitude.

An opinionnaire of occupational interests developed by the teacher was completed by students on a pre-post basis. After marking the first opinionnaire (pre) students had indepth discussions about their selections and interests. This was followed by activities designed to aid students in assessing fields open to them, to make students aware of needed training and opportunities, and to help students decide upon their occupational interest. The activities included presentations of job applications with instructions on how to complete; research into vocational areas to discover skills required; simulated job situations to which students reacted; films depicting a typical interview and demonstrating how to apply for a job; role playing of the interview situation; and two speakers who conducted sessions on job opportunities with Stauffer Chemical Company in Henderson and with the Job Corps.

Student interest in this course was generally high. Results of the opinionnaire showed little change in actual job interests. However, plans for reaching goals and certainty of career choices changed, as shown below.

Question	Response (Pre)		Response (Post)	
1. How sure are you of your life's work?	10	Very sure	17	Very sure
	20	Fairly sure	14	Fairly sure
	2	Not sure	1	Not sure
2. Do you plan to graduate from high school?	30	Yes	32	Yes
	2	Undecided	0	Undecided

Question	Response		
		(Pre)	(Post)
3. Which best indicates your long range plans after you leave high school and have completed military service?	Go directly to work with no further schooling	8	3
	Graduate from a four year college	10	13
	Attend special trade or technical school	14	16

Grades received by students in this class were as follows:

Grade	No
A	9
B	24
No Grade	2

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Student Opinion of Vocational Assessment Class

The teacher-developed opinionnaire on occupational interests, mentioned previously, contained items relating to student evaluation of the merits of this class. Shown below are those items with a summary of the students' posttest responses.

- The class instruction and shop work is:

0 Too fast or too hard for me.
30 About right.
2 Too slow; I wish more were done.

- The instruction and shop or class work is:

29 Important and I am learning something of real value to me.
3 Wastes too much time on unimportant jobs.

- The tools, equipment, space for my projects and shop or class work are:

1 Too limited and my progress is curtailed because of lack of them.
31 Adequate tools and equipment to get the job done.

- How do you rate your vocational teacher as to preparation for the classes and help given to you to learn what you want to learn?

0 Very poor
5 Fair
22 Good
5 Excellent

- How do you rate the vocational classes you have taken or are taking as to their worth to you?

0 Very poor
22 Fair
22 Good
5 Excellent

B. Site Administrator's Comments

All teachers were pleased with student achievement in this program. An important element to the program is the summer credits the boys can earn for successful completion of courses. It is felt that this can improve their attitude toward school inasmuch as their successes not only increase ability and self-confidence, but the end result of earned credits makes their school status closer to the goal of graduation. The site administrator remarked that many of the students at Spring Mountain have been almost completely discouraged by past failures and in many cases have records of poor school attendance and F's. He expressed the opinion that the institution's ability to alleviate social problems, while at the same time giving students a chance to experience academic success and to earn credits for this success, is a vital aspect of the rehabilitation process. He also stated that the summer program, expecially, enables the institution to achieve this, thus preparing boys due to be released to enter the regular school program in the fall.

C. Inservice Training

Staff inservice training was conducted as an inkind contribution of the institution. The effectiveness of previous Title I inservice programs resulted in the County taking over this function. This summer inservicing was accomplished through formal and informal staff conferences and by using films made available by the Clark County School District. Refinements of the residential treatment program, which was part of the previous Title I inservicing, was seen by the adoption of a cottage-type dormitory arrangement whereby students who are members of a specified treatment team are now living together so that personal interaction among the group can be a continuing process. Staff are now assigned to specific dormitories based on treatment team assignment which enables them to maintain continuous contact with the students under their immediate jurisdiction.

SOUTHERN NEVADA CHILDREN'S HOME REMEDIAL PROGRAM

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Southern Nevada Children's Home

1st Objective To improve Reading skills

2nd Objective To improve Mechanics of English skills

Table IV

Grade Level	1st Objective			2nd Objective		
	Substantial Progress	Some Progress	Little or No Progress*	Substantial Progress	Some Progress	Little or No Progress*
Pre-School						
1-3						
4-6	1	2	0	0	1	2
7-9	7	0	0	5	1	1
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II
EVALUATION OF EACH TITLE I PROJECT

Please complete all items in Part II for each activity in this project.

1. TABLES IV & V

Summary of Activity Effectiveness

TABLE IV

Summarize the student progress toward achieving the stated behavioral objectives for each activity. Indicate, by grade level, the number of students who showed stubstantial progress in achieving the objective, some progress in achieving the objective, and those who showed little or no progress in achieving the objective.

Title of Activity Southern Nevada Children's Home

3rd Objective To improve Spelling skills

4th Objective To improve Arithmetic skills

Table IV

Grade Level	3rd Objective Substantial Progress	3rd Objective Some Progress	3rd Objective Little or No Progress*	4th Objective Substantial Progress	4th Objective Some Progress	4th Objective Little or No Progress*
Pre-School						
1-3						
4-6	2	0	1	1	1	1
7-9	6	0	1	6	0	1
10-12						
TOTALS						

* - Little or no progress above that normally expected for this group.

PART II

EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Reading Vocabulary	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.9	5.1
	Standard Deviation	1.20	1.09
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	2	2
	25th " "	2	1
	15th " "	2	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Reading Comprehension	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.2	5.0
	Standard Deviation	1,32	1,14
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	2
	50th " "	2	2
	25th " "	2	1
	15th " "	2	1.
	10th " "	2	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Total Reading	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.6	5.2
	Standard Deviation	1.23	1.10
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	2	2
	25th " "	2	1
	15th " "	2	1.
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Arithmetic Reasoning	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.8	5.0
	Standard Deviation	1.47	1.32
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	2	2
	75th " "	2	2
	50th " "	2	2
	25th " "	2	1
	15th " "	2	1
	10th " "	1	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Arithmetic Fundamentals	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.3	4.7
	Standard Deviation	.99	1.03
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	2
	25th " "	2	2
	15th " "	1	1
	10th " "	1	1

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** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Total Arithmetic	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.6	4.8
	Standard Deviation	1.15	1.12
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	2
	50th " "	2	2
	25th " "	2	2
	15th " "	1	1
	10th " "	1	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Mechanics of English	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	3.6	4.2
	Standard Deviation	1.13	1.26
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	2
	25th " "	2	2
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Spelling	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	3.7	5.8
	Standard Deviation	1.26	1.86
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	2
	50th " "	3	1
	25th " "	2	1
	15th " "	1	0
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Total Language	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	3.7	4.6
	Standard Deviation	1.06	1.29
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	2
	25th " "	2	2
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Elementary Total Battery	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	4.3	4.8
	Standard Deviation	1.08	1.07
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	3
	50th " "	3	2
	25th " "	2	2
	15th " "	2	1
	10th " "	2	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Language	Same
Form of Test		SF-3	SF-3
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	84.57	90.57
	Standard Deviation	5.03	9.19
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	7
	75th " "	7	7
	50th " "	7	5
	25th " "	4	5
	15th " "	3	1
	10th " "	2	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Non-Language	Same
Form of Test		SF-3	SF-3
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	94.71	98.43
	Standard Deviation	15.15	19.83
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	6
	75th " "	6	4
	50th " "	4	3
	25th " "	2	2
	15th " "	2	2
	10th " "	2	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test or Mental Maturity Total	Same
Form of Test		SF-3	SF-3
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	88.57	92.86
	Standard Deviation	7.59	13.96
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	7
	75th " "	7	6
	50th " "	7	4
	25th " "	2	3
	15th " "	2	2
	10th " "	1	2

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Reading Vocabulary	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	8.2	10.4
	Standard Deviation	1.20	1.46
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	4
	75th " "	7	1
	50th " "	4	0
	25th " "	1	0
	15th " "	1	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Reading Comprehension	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	7.2	9.0
	Standard Deviation	1.23	2.39
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	5
	75th " "	7	5
	50th " "	7	3
	25th " "	2	0
	15th " "	1	0
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Total Reading	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	7.6	10.1
	Standard Deviation	1.34	2.15
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	4
	75th " "	7	3
	50th " "	7	0
	25th " "	1	0
	15th " "	1	0
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Arithmetic Reasoning	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean***	7.0	9.9
	Standard Deviation	1.01	2.21
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	4
	75th " "	7	3
	50th " "	7	1
	25th " "	5	1
	15th " "	3	1
	10th " "	3	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Arithmetic Fundamentals	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	6.8	8.0
	Standard Deviation	.52	1.26
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	7
	75th " "	7	7
	50th " "	7	4
	25th " "	5	2
	15th " "	5	1
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Total Battery	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	6.9	8.7
	Standard Deviation	.57	1.60
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	6
	75th " "	7	4
	50th " "	7	4
	25th " "	6	1
	15th " "	4	1.
	10th " "	4	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Mechanics of English	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	7.1	9.3
	Standard Deviation	1.86	2.41
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	5
	75th " "	7	4
	50th " "	5	2
	25th " "	3	1
	15th " "	3	1
	10th " "	3	1

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Spelling	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	8.2	10.5
	Standard Deviation	1.42	2.28
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	4
	75th " "	5	2
	50th " "	5	1
	25th " "	2	1
	15th " "	0	0
	10th " "	0	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Total Language	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	7.4	9.6
	Standard Deviation	1.60	2.03
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	6	5
	75th " "	6	3
	50th " "	5	3
	25th " "	3	1
	15th " "	3	0.
	10th " "	3	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Achievement Test - Jr. High Total Battery	Same
Form of Test		W	X
Date test administered		June, 1970	August, 1970
Grade or Grade Level		7-9	7-9
Number of Students Tested		7	7
RAW SCORE**	Mean ***	7.1	9.6
	Standard Deviation	.99	1.82
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	7	5
	75th " "	7	3
	50th " "	7	1
	25th " "	3	1
	15th " "	3	0
	10th " "	3	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - Grade Placement Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Language	Same
Form of Test		SF-2	SF-2
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	85.67	99.00
	Standard Deviation	15.55	12.03
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	3	2
	50th " "	2	1
	25th " "	2	1
	15th " "	0	1.
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II
EVALUATION OF EACH TITLE I PROJECT

Table V - Data Presentation

Report data on all standardized tests used in determining the extent to which activity objectives have been achieved. Report data separately for each test administered and report all data by each grade or grade level.

Table V		Pre-Test	Post-Test
Name of test (sub-test)*		California Test of Mental Maturity Non-Language	Same
Form of Test		SF-2	SF-2
Date test administered		June, 1970	August, 1970
Grade or Grade Level		4-6	4-6
Number of Students Tested		3	3
RAW SCORE**	Mean ***	93.00	102.33
	Standard Deviation	14.35	8.38
Number of Students Scoring at or below percentiles according to National Norms	90th Percentile	3	3
	75th " "	0	2
	50th " "	0	2
	25th " "	2	0
	15th " "	0	0
	10th " "	1	0

* - Identify all sub-tests used and report separately for each.

** - If not Raw Score, indicate type of score reported.

*** - IQ Scores

PART II

EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

The evaluation of the Southern Nevada Children's Home involved the pretest-posttest administration of the California Achievement Test and the California Test of Mental Maturity.

The first objective, to improve language arts and mathematic skills by a six-months' gain through tutorial assistance, was broken down into segments for presentation in Table IV. Language arts was felt to consist of reading, mechanics of English, and spelling skills. For this reason, Table IV includes each of the subdivisions of reading, mechanics of English, and spelling as a justification for progress in language arts.

In the design, the administration of the appropriate level of the California Achievement Test was specified. The California Test of Mental Maturity was to be administered only as a pretest. However, the instrument was also administered at the end of the program and the results are included in Table V.

Students tested were classified into two groups for the presentation of test data in Tables IV and V. Seven students were pretested and posttested in the seven to nine grade classification and three students in the four to six grade classification.

Student progress for the three students in grades four through six indicated the following gains:

Reading Vocabulary	2 months' gain
Reading Comprehension	8 months' gain
Arithmetic Reasoning	2 months' gain
Arithmetic Fundamentals	5 months' gain
Mechanics of English	6 months' gain
Spelling	21 months' gain

The seven students in grades seven, eight, and nine demonstrated gains of:

Reading Vocabulary	22 months' gain
Reading Comprehension	18 months' gain
Arithmetic Reasoning	29 months' gain
Arithmetic Fundamentals	12 months' gain
Mechanics of English	22 months' gain
Spelling	23 months' gain

The three students in grades four through six made substantial gains in all areas except reading vocabulary and arithmetic reasoning. The other subtests resulted in substantial improvement.

Students in the upper age classification demonstrated gains of from 12 months to 29 months. From all indications, the program more than met the performance criterion established in the objectives.

Table IV presents the pretest-posttest results for the California Test of Mental Maturity. Although posttesting was not required in the evaluation, the results are included for comparative data. In analyzing the results, it can be seen that students were better able to adjust and function efficiently after the six weeks' program.

The California Test of Mental Maturity results do not appear to be statistically significant because of the small number of students tested, but the positive trend does imply that the students were more capable of functioning on a paper and pencil test.

PART II

EVALUATION OF EACH TITLE I PROJECT

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

A. Objective #1: To improve language arts and mathematic skills by a six-months' gain through tutorial assistance.

In this tutoring program, students were given assistance in language arts and/or arithmetic. Course content was decided upon by the tutors, dependent upon the specific areas of weakness of each student. Thus, the curricula that could have been covered offered such a wide variety of possibilities that the development of an item checklist on which teachers could indicate student progress seemed impractical. Instead, teachers were asked to maintain profiles on each student, which would give information on areas covered, student weaknesses and strengths, and student response to the program. A summary of the profiles is included in the next section of this evaluation.

The success of the tutors in meeting this objective is evidenced by the standardized test results presented previously.

B. Objective #2: To successfully complete summer school courses in English and mathematics, thereby gaining one full credit toward high school graduation.

Three students attended summer school classes at Basic High School in Henderson to make up high school credits. The two students who enrolled in the English class both received an "A" grade. The student who studied general mathematics received a "B" grade.

On the basis of this data, the program was successful in meeting this objective.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

A. Pupil Profiles

All students but two were tutored in both language arts and arithmetic. One student needed assistance in language arts only and the other was tutored in arithmetic only. The pupil profiles indicated that the tutors covered most basic skill areas, returning only to those areas in which the students manifested problems. A summary of the areas covered and the numbers of pupils needing assistance in each area follows.

Language Arts	Arithmetic
- Punctuation and capitalization (5 students)	- Fractions (5 students)
- Vocabulary and word recognition (4 students)	- Multiplication (5 students)
- Reading comprehension (3 students)	- Roman numerals (5 students)
- Sentence and paragraph structure (3 students)	- Subtraction (4 students)
- Spelling (2 students)	- Division (4 students)
- Grammar (1 student)	- Word problems (3 students)
	- Decimals (3 students)
	- Basic fundamentals (3 students)
	- Concepts of algebra (1 student)

A summary of comments by teachers includes the following observations:

> One student had a short attention span and two demonstrated poor attitudes toward the sessions, none of which were corrected by the end of the program. Another student demonstrated uneasiness in the testing situation. Improvement in reading comprehension for two students seemed noteworthy. Another improved in reading comprehension when reading orally, but retained very little when reading silently. A teenage girl had exceptional abilities in arithmetic and English, as well as a photographic memory. However, she would not apply herself unless challenged. Then, she handled problems with accuracy and speed.

B. Comments by Tutors

It was agreed that the students benefited from the one-to-one teaching situation. They also agreed that the testing portion of the program was too time consuming for a six-week program. One teacher commented that students had remarked to her that they enjoyed the program and felt it had been helpful to them.

C. Comments by Institution Administrator

The superintendent of the institution was highly pleased with the program. He noted that several students enjoyed it so much that they looked forward to the sessions. Like the tutors, however, he criticized the testing program. He stated that each student was tested for approximately 10 hours, totally, which severely limited available time for actual instruction.

D. Staff Opinionnaire

Opinionnaires were received from three tutors. Their responses tend to reflect dissatisfaction with the program, particularly in terms of organization, testing, and orientation. Teacher opinion on items concerning success in developing student skills is questionable in lieu of the achievement evidenced on the standardized tests. A copy of the opinionnaire with responses summarized follows in Appendix A.

APPENDIX A

TITLE I TEACHER OPINIONNAIRE

(Revised 4-70)

TITLE I TEACHER OPINIONNAIRE

The following opinionnaire is being used to assess your opinion of the Title I Program that you have been involved in during the past year. If some of the questions do not upply to your project, please indicate by placing N/A in the space provided.

Title I Project Summer Southern Nevada Children's Home

Grade Levels Represented 5th thru 9th

Number of Children in Each Grade Level ____________

Please indicate the progress of pupils in the areas listed below.

1. Developed and improved comprehension skills.

None		1	1	1		Very Much
	1	2	3	4	5	

2. Developed and improved word perception skills.

None		1	1	1		Very Much
	1	2	3	4	5	

3. Developed and improved organizational skills.

None	1	1		1		Very Much
	1	2	3	4	5	

4. Developed and improved vocabulary.

None		1	1	1		Very Much
	1	2	3	4	5	

5. Developed and improved reading interest.

None			1	1	1	Very Much
	1	2	3	4	5	

6. Improved in the care of handling of books.

None	1			2		Very Much
	1	2	3	4	5	

Title I Teacher Opinionnaire
Page 2

7. To what extent did pupils demonstrate a positive attitude toward school?

Decrease			1	1		Increase
	1	2	3	4	5	

8. To what extent did pupils demonstrate a change in self-concept?

Decrease						Increase
	1	2	3	4	5	

9. To what extent did pupils demonstrate a positive social change?

Decrease						Increase
	1	2	3	4	5	

10. Judging from the parent-teacher conferences that you had, to what extent were the parents of pupils in this special program informed about the program?

Minimum						Maximum	3	N/A
	1	2	3	4	5			

11. In your opinion, was the role of the family-aide well defined?

Inadequate						Adequate	3	N/A
	1	2	3	4	5			

12. To what extent did the family-aide contribute to the effectiveness of the program?

Negligible						Significantly	3	N/A
	1	2	3	4	5			

13. In your opinion, did you have sufficient contact with the parents?

Inadequate						Adequate	3	N/A
	1	2	3	4	5			

14. In your opinion, is the family-aide an essential component of the program?

Unnecessary						Necessary	3	N/A
	1	2	3	4	5			

15. Was the room where you conducted your classes adequate?

Inadequate				1	2	Adequate
	1	2	3	4	5	

16. To what extent did the inservice sessions contribute to your effectiveness and professional growth?

Negligible		1	1			Significantly	1 N/A
	1	2	3	4	5		

17. In your opinion, were the inservice sessions well planned?

Poor			1	1		Good
	1	2	3	4	5	

18. To what extent did the orientation sessions contribute to your effectiveness?

Negligible	2	1				Significantly	N/A
	1	2	3	4	5		

19. In your opinion, were the orientation sessions well planned?

Poor	1	1	1			Good	N/A
	1	2	3	4	5		

20. In your opinion, were there sufficient orientation and inservice activities?

Inadequate	1		2			Adequate	N/A
	1	2	3	4	5		

21. In your opinion, were the inservice sessions conveniently scheduled?

Yes 2 No _____ 1 N/A

22. In your opinion, what is the ideal number of pupils per group?

1-3 3 4-6 _____ 7-10 _____ Other _____

23. Were the instruments used for student selection appropriate?

Inappropriate			2		1	Appropriate	N/A
	1	2	3	4	5		

24. Were the instruments used for evaluating pupil progress appropriate?

Inappropriate	2		1			Appropriate
	1	2	3	4	5	

25. Please list the field trips you took as part of the program. Then indicate to the extent to which you felt each trip was successful.

3 N/A

________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

________ Minimum ___ ___ ___ ___ ___ Maximum
1 2 3 4 5

26. Were you supplied adequate information about the field trips to aid you in developing pre and follow-up planning?

Inadequate ___ ___ ___ ___ ___ Adequate 3 N/A
1 2 3 4 5

27. Do you feel there is need for more area specialists in the program? If so, indicate the areas where specialists are needed.

Need organization in Title I Office - 1
Lack of communication - 1

28. Please list any materials that you found effective that could be adopted for use by the entire program.

29. Which activities or projects, if any, were most effective?

30. Which activities or projects, if any, were least effective?

31. What recommendations, if any, do you have to improve the program?

More field trips - 1
Too much testing 2
Do more teaching - 2
Appoint Site Administrator - 1

PRESERVICE ACTIVITY

PART II
EVALUATION OF EACH TITLE I PROJECT

Summary of conclusions based upon data analysis - Tables IV & V.

Evaluation of the Staff Inservice Program consisted of the posttest administration of two locally developed tests (copies attached in Appendices A and B).

The Staff Assistant Questionnaire consisted of 20 true-false items and was administered to four staff assistants. The mean score for the group was 18.25 with a standard deviation of .43.

An analysis of the items missed was done. The entire group missed question #3. The question, "Standardized diagnostic tests are simply controlled student observations and information as to what to expect," leaves room for speculation on the validity of the item.

The Family Aide Questionnaire was administered as a posttest to 26 family aides. The instrument consisted of 21 true-false items. The group results had a mean score of 18.04 with a standard deviation of 1.56. In analyzing the incorrect responses, it was seen that four items caused considerable confusion. The items are listed below in the order of difficulty.

1. A black, disadvantaged child born in the Ghetto is not significantly different from a Caucasian disadvantaged child born "on the wrong side of the track."
   (23 wrong responses)

2. Generally, both black and white children are aware of racial differences by the time they enter school.
   (9 wrong responses)

3. The main reason for a child's misbehavior in school is that he has not been properly trained at home.
   (8 wrong responses)

4. Title I has been in our school district since 196[illegible]
   (7 wrong responses)

Since both instruments were administered only as posttest evaluative tools, it is not possible to assess knowledge acquired as a result of the inservice program. Accepting the assumption that the instruments are valid indicators of program knowledge, it would appear the inservice program was successful.

Since norms are not available for either instrument and since estimates of progress are not applicable, Tables IV and V cannot be completed for this evaluation.

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2. Measures utilized in evaluating objectives of activity other than standardized test results. Present all data in tabular or graphic form, and include samples of all locally devised measures. (Identify attachments with specific activities.)

This was a staff training program for family aides and staff assistants (teacher consultants). It was designed to present effective procedures to assist staff members in fulfilling their roles for the 1970-71 Title I program and to increase their knowledge of the population group to be served. No specific tool, other than the locally developed test previously mentioned in this report, was used for evaluative purposes. It was also deemed that staff opinion of the effectiveness of the program would be of little value. Most of the participants were being trained for jobs in which they had no previous experience. Therefore, they would have no basis for assessing the effectiveness of their training in relation to the roles they would be expected to fulfill. The best measure of the success of this program will be the performance of the participants during the forthcoming school year.

PART II
EVALUATION OF EACH TITLE I PROJECT

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3. Summary of Non-Test Data

Include any information which, administratively, you feel is relevant to the evaluation of this activity. This section may include, but not be limited to, such items as:

(a) Incidents involving Title I participants which may have human interest value;
(b) Unexpected benefits precipitated by this activity;
(c) Any photographs or news releases concerned with this activity; and
(d) Results of informal questionnaires completed by parents, students, or teachers.

Program Coordinator's Appraisal

The program coordinator viewed the program as highly successful. Participants displayed enthusiasm, active interest, entered readily into discussions and role playing situations, and generally seemed to be gaining job awareness and confidence in themselves.

Presentations made by consultants were possibly the strongest part of the program. The variety of personalities who conducted sessions with their different techniques of presentation and the different topics covered stimulated interest which helped to circumvent the boredom and fatigue that can arise from long seminar sessions. Consultants spoke to participants in the areas of child growth and development, Negro dialect, techniques of carrying out the various functions of the jobs, available District services, available community services, diagnostic techniques, and the District's Integration plan. A highlight in the presentations made by consultants occurred during the session on Negro dialect. The guest speaker was Caucasian, which posed evidenced apprehension in the group in light of the topic to be discussed. However, his knowledgeable presentation and expertise in group control quickly distilled previous attitudes and participants seemed to respond with greater vigor and interest than in other sessions. The circumstances of this situation further served the intent of the program. Because of the preconceived attitudes of the participants, the program coordinator was able to assist the participants to gain greater insight into attitudes they might encounter in their jobs.

Role playing occurred near the end of the program. This was followed by actual field experience, wherein the staff made preliminary contacts at assigned schools and with some parents. Group discussions were held after the field experiences. The program coordinator expressed the opinion that the job exposure was an essential element of the training program.

It was noted that program evaluation probably should have been held on a pre-post test basis. At the time the evaluation design was being planned, however, it was decided that so many new people to the job would render a pretest almost useless in that all material to be presented would be totally unfamiliar to the participants. Test results will be used to guide inservice sessions during the regular year.

APPENDIX A

FAMILY AIDE QUESTIONNAIRE

T F 1. A child is never too young to learn.

T F 2. The Title I Project is funded by the Clark County School District.

T F 3. Generally, both black and white children are aware of racial differences by the time they enter school.

T F 4. Languages are continually changing with time.

T F 5. Family aides in the Family Aide Program will work with Title I teachers on field trips.

T F 6. Insofar as discipline is concerned, you have to be very harsh with ghetto children because that is what they are used to and what they understand.

T F 7. Title I has been in our school district since 1965.

T F 8. The main reason for a child's misbehavior in school is that he has not been properly trained at home.

T F 9. The principal has the responsibility to use his aide in any way that will help his total school program.

T F 10. Family aides cannot make demands on a teacher or parent.

T F 11. When a parent rudely refuses the aide's offers of support, the aide should refuse to return to this home.

T F 12. According to Dale Carnegie, the only way to get the best of an argument is to avoid it.

T F 13. A black disadvantaged child born in the ghetto is not significantly different from a caucasian disadvantaged child born "on the wrong side of the track".

T F 14. The aide should recommend a transfer to another teacher to the area administrator.

T F 15. The Title I Parent Advisory Committee generally meets once a month.

T F 16. The aide should not assume responsibilities not directly related to her job.

T F 17. The length of the interview is, of course, dependent upon the purpose of the interview that no optimum period can be fixed. In general, it is seldom helpful to have the interview last more than one hour.

T F 18. The primary purpose of the Family Aide Program will be to assist students who are non-verbal.

T F 19. The family aide should convey her support of the family and her willingness to help the child by communicating her interest and concern.

T F 20. Everybody speaks a dialect.

T F 21. Family aides are directly responsible to Mr. Bass.

APPENDIX B

STAFF ASSISTANT QUESTIONNAIRE

T F 1. The Title I Parent Advisory Committee generally meets once a month.

T F 2. Geographical, temporal and social separations help create dialect differences.

T F 3. Standardized diagnostic tests are simply controlled student observations and information as to what to expect.

T F 4. Staff assistants will have complete authority while working with a teacher.

T F 5. I.Q.'s provide educators with accurate information regarding a pupil's long-range learning potential.

T F 6. Since its beginning in the Clark County School District in 1965, Title I has always been a Social Experience Program.

T F 7. In general, a child's speech will be more strongly influenced by his peer group than by school personnel.

T F 8. The purpose of Title I is to improve current District activities.

T F 9. Dropping of r and g can be taken as indications that the letters r and g have not been learned.

T F 10. Behavioral scientists believe that a teacher can influence a student's deviant behaviors more efficiently by manipulation of the events that precede and follow them, than by talking with the child's parents.

T F 11. Staff assistants will be evaluated by their assigned principals.

T F 12. There are at least two major types of diagnostic procedures, one focuses on student strengths and weaknesses, and the other analyzes the tasks which post difficulty.

T F 13. Everybody speaks a dialect.

T F 14. Title I monies will always be available to school districts.

T F 15. Ghetto children have difficulty in reading because they do not speak a fully developed language.

T F 16. Staff assistants will be required to do some research on materials and teaching techniques utilized in the instruction of lower socioeconomic children.

T F 17. Languages are continually changing with time.

T F 18. A child will perform best in school out of an extreme fear of failure.

T F 19. The use of "ain't" implies poor reasoning ability.

T F 20. The Title I Project is funded by the Clark County School District.